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NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE

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- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
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AWARE THAT the problem of narcotics addiction among young people requires the combined skills and insights of many specialists and many groups, the National Congress of Parents and Teachers recently called a conference at which educators, clergymen, physicians, psychiatrists, welfare workers, recreation specialists, and law enforcement officers pooled their ideas on the control of narcotics. Church bodies, youth-serving groups, and government agencies were among the twenty-five organizations represented. Here is part of the group that met on November 17 at the Congress Hotel in Chicago. Seated at the speakers' table from left to right are Mrs. Rollin Brown, member of the National Congress committee on narcotics; Mrs. John E. Hayes, president of the National Congress, who presided; M. L. Harney, assistant to the Commissioner of the Bureau of Narcotics, Washington, D. C.; and Knox Walker, second vice-president of the National Congress and chairman of the committee on narcotics.

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And This We Believe

"THIS TIME, like all times, is a very good one, if we but know what to do with it," said Ralph Waldo Emerson, writing of another critical and disturbed period of our history when America's freedoms were being threatened. Many of us find new hope in recalling that though our forefathers were surrounded by internal tensions as well as by outside threats to their national security, still they managed to produce areas of stability and social growth upon which to build a greater and ever greater America.

The new year brings to us some of the same dangers and some of the same opportunities for making right use of our time that existed in Emerson's day. And at least one factor essential to our success is the same as that which our forefathers employed—growth in moral and spiritual stature as well as in personal integrity.

When I last visited a penitentiary it was a surprise to discover that many of the prisoners had committed crimes because they thought they could "get away with it." The criminals in high places with whom we are contending now in many courts of the land probably thought the same thing. But unearned compensation is dangerous pay for the nation as well as for the criminal who takes it. Day by day as we read or hear of the betrayal of trust by people in positions of honor and responsibility we are prepared to believe that lack of integrity and responsible citizenship is a serious danger of our times.

WHAT CAN WE do about it in the year 1952? In the *Christian Century* we find a bit of sage advice: "In these days of gathering gloom there are four things you can do with your hands, wring them, fold them, put them in your pocket, or lay them on some job that needs to be done." We parents and teachers neither command armies nor make treaties, but we

do *guide and teach children*. We are thus deciding the greatest issue of our time—the kind of people who will determine the trend of civilization in just a few years.

We cannot predict the types of problems that may beset the next generation of citizens. We cannot envision the material benefits that will be most helpful to them. We cannot know the physical environment most suitable for their success. But we *can* be certain that moral courage, spiritual strength, and personal integrity will be indispensable for the preservation of our national life as well as for the success of our children. We who teach hold in our control the greatest power of this atomic age—the hearts and minds of the children.

As we face the dawn of a new year may we strengthen our teaching partnership and continue our labor in completeness of fellowship, that every child may have:

A *home* that is a haven of total growth—mental, physical, social, and spiritual—a citadel of faith and character.

A *school* that is a source of adequate training for body, mind, and spirit, a stronghold of guidance, a fountainhead of wisdom.

A *community* whose ideals are in harmony with good homes and good schools, providing experience for responsible citizenship, which is the key to brotherhood and peace.

If progress toward our goal seems slow, if yesterday's work availed little of what we expected, we can try to remember the advice of the wise old countrywoman who said, "There's all of tomorrow that ain't been touched yet!"

President, National Congress of Parents and Teachers



Zitha R. Turitz

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This is the fifth article in the school-age series of the "Building Healthy Personalities" study courses.

There's a strong note being sounded in child training today, and it's getting stronger all the time—a growing emphasis on feeling as well as behaving. Some may think the note is new, yet it has a familiar ring: "Out of the heart are the issues of life."

THE FIRST thing we need to know in any discussion of mental health is what it is we are talking about. The word *mental* in particular confuses us, suggesting that we are referring to a state of mind alone. Actually mental health has to do with people. It is concerned with the health of the whole person, as it reflects and determines what that person is like and how he gets along. The effort to define mental health raises all the questions about human personality that have challenged philosophers, theologians, and scientists for generations.

At the National Association for Mental Health we have evaded some of these dilemmas because we try to explain mental health by describing what a mentally healthy person is like. From a great variety of profound and sensitive observations by psychologists, psychiatrists, sociologists, and anthropologists, we came to the conclusion that people with good mental health possess three essential characteristics. Most of the time, although not always, (1) they feel comfort-

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able about themselves; (2) they feel right about other people; and (3) they are able to meet the demands of life as they have to face it. (See *Mental Health Is-1, 2, 3*, available from the National Association for Mental Health, 1790 Broadway, New York 19, New York.)

Viewed in this light, mental health is something we parents have always wanted for our children, though we may call it by other names. We would like our children to feel happy. We try to help them get along with others. We hope they will be successful in the things they have to do. What we have not always known is the recipe. What are the ingredients? What is the right measure of self-confidence and modesty, of initiative and caution, of competitiveness and co-operation, of achievement and inner satisfactions? We have not always known the ways to get sure-fire results, and often when we have known the right ways we have not been able to "do as good as we know." Nor have the experts always helped. Sometimes they have overwhelmed us with our inadequacies, confused us with their disagreements, and undermined our self-confidence.

When it comes to the physical care of children, we feel reasonably well equipped. Most of us learned the simple facts about anatomy, physiology, and hygiene during our school days. We have managed to make up formulas, to balance diets, and to take temperatures. But when we are told that children need "psychological vitamins," we can only wish that security could be given in teaspoonfuls, acceptance like a slice of enriched bread, or love like a sun bath. We can detect signs of physical health in teeth, posture, weight. Mental health is not so easily discernible.

Helping the Child To Feel Right

Parents have always tried to prepare children for life, to help them get along at home, at school, with their friends, and later in their jobs and in their marriages. Many parents have found the ways that lead to mental health without being told and without

even being aware of what they have found. From them, as well as from others who have not, we are beginning to learn about some of these ways. We have discovered that helping a child to feel comfortable about himself can be the first step.

Before we can help him to feel comfortable, we have to recognize that children *feel* and that it matters *how they feel*. By all the traditions we have been more concerned with how children behave, and as parents we are judged by their manners, obedience, conduct, and performance. In the past we have aimed for compliance and for accomplishments that measure up to what we expect of our children. We know now that such acceptable behavior may be learned at the unwarranted expense of uncomfortable, disturbing, and often destructive feelings.

We know now that the child who feels right will eventually act right. Helping the child to feel right, however, requires endless patience, perspective, a sense of timing, and a barometric sensitivity that some of us may have and others can acquire—but not overnight. It's quicker and it requires less wear and tear on our part to forbid fears and shame away jealousies.

In fact it is not always convenient to put up with behavior that allows us to get acquainted with our children's feelings. The household where feelings are aired is not always a peaceful one. Far more orderly is the classroom where children hold legs still that want to swing, or seal lips that are bubbling over with ideas to be shared. But we have to believe that it is just as important for us to recognize a child's feelings as it is to provide him with an adequate diet. Then we will make it easier for him to give his feelings a name and to claim them for his own—as much a part of himself as his toes, his tonsils, or his sex organs.

Of course we ourselves need to become familiar with how children feel. They cannot always tell us, but they reveal their feelings all the time to those who can see. Some children feel more strongly than others, just as some grow faster or eat more. What we



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need to know is that under given circumstances all children feel angry, resentful, afraid, anxious, bad, and guilty—even as you and I. Such feelings seem to be an inevitable accompaniment of our efforts to teach and guide. We are asking all the time that they give up being what *they* want to be and become what *we* want them to be. They need us; they try to please us; they fear our disappointment and disapproval. At the same time there is the pull in the other direction to be themselves, to hold on to their integrity. And when we begin to sense the painfulness of that struggle, we can be more and more sympathetic with them.

Yet we also need to acknowledge that it hurts to have to accept some of our children's feelings, especially the anger and hostility that are directed toward us. We wince, too, when we see timidity that makes us fear our youngster will not be able to hold his own, the worries that remind us of his limitations, or the jealousies that appear as signs of so-called "bad character." Sometimes we find mirrored in a child certain feelings that we have disapproved of in ourselves, so strongly that we cannot bear to have them recalled.

All in the Nature of Things

Many of us hesitate to allow a child to express feelings that are "not nice." But the essential thing is to let him know that we understand how he feels. We can learn to use some of the techniques of the nursery school teacher: "Of course I know how you feel." "I always feel a little scared, too, when I have to speak at a P.T.A. meeting." "I used to get mad at my mother, too, but I still don't like it when you call me

names." "Maybe you can't help thinking these things, but we don't like you to say them."

It can be a great relief to a child to have his feelings identified and universalized. It took my twelve-year-old daughter to explain that her young brother's stomach upsets away from home were due to homesickness, even though he always seemed eager to go on visits. "He doesn't know he's homesick. Just a little cell in the back of his brain knows and tells his stomach, but it doesn't tell him." The next time an invitation came, we suggested that perhaps he did not feel entirely comfortable away from home and remarked that many people feel that way. He was able to acknowledge this a little shamefacedly but decided to go on the visit anyway. That time he had no upset.

Of course now and then this matter of admitting feelings can boomerang. Some time ago, in the lull after a storm, I made a noble attempt to confess to my daughter how angry I had been at her. She leaned over, patted me on the cheek, and said, "That was all right. I get very angry at you, too."

The sense of its being all right to be angry, sometimes, or jealous, or afraid, can give the child the ability to face his feelings as part of himself. It is important for him to know that his rages and fears and bad thoughts are all part of what little girls and boys are made of, not things that set him apart. A child needs to like himself, to be able to feel "This is the kind of child I am—all of me." When we take his feelings for granted, and still love him, it helps him to feel lovable. These are the elements of self-respect, of self-confidence, of courage to go forth.

Comfortable Feelings and How They Grow

Helping the child to feel comfortable about himself also helps him to feel right about other people. We hear all the time that we must give children a feeling of security, of belongingness, of being loved. One can question whether anyone ever *gives* a child his feelings. He derives these from his experiences with the people around him, particularly those upon whom he depends for love and protection and care. Doctors have learned to prescribe "t.l.c." (tender, loving care) for the sick child in the hospital who is not getting well. We find too that the child who has not had the dependable and affectionate care of some one person may never learn to trust others—or himself.

One of the most difficult things for a parent is always being there to meet the needs of another person. A parent must be comforting, limiting, encouraging, disapproving, and loving, and it isn't always possible for us to play all the roles that fill the bill. We can try to *do* what the child needs, but we cannot always *be* what he needs. We can see too well, in our husbands or wives, that there is a wide range of capacity for assuming responsibilities, for meeting the

needs of another, for being dependable, affectionate, and flexible, or for just enjoying the companionship of another person.

It is the same in our relations with our children. We must have some idea on the one hand of what they may need from us and on the other whether we are always able to give it. If not, we can try to look for the reasons and to face our own limitations, disappointments, and irritations. Just taking the time to figure out what may be wrong can help. At the same time it is comforting to remember that the things we do, the mistakes we make, are not what matter in the long run. Most children have a wonderful resiliency. They can thrive on something in the air, in the emotional climate, that gives them a sense that there is someone who cares about them "special," someone who can be counted on.

The Road That's Always Open

It is hard to make up to the child who has not had some of this, but it is never too late even in the worst cases—as foster parents, Big Brothers, sympathetic teachers, or therapists can attest. Once a child has known love, he can love. If he has been respected for what he is, he respects others. When he has received, he can give of himself and take his place in some-

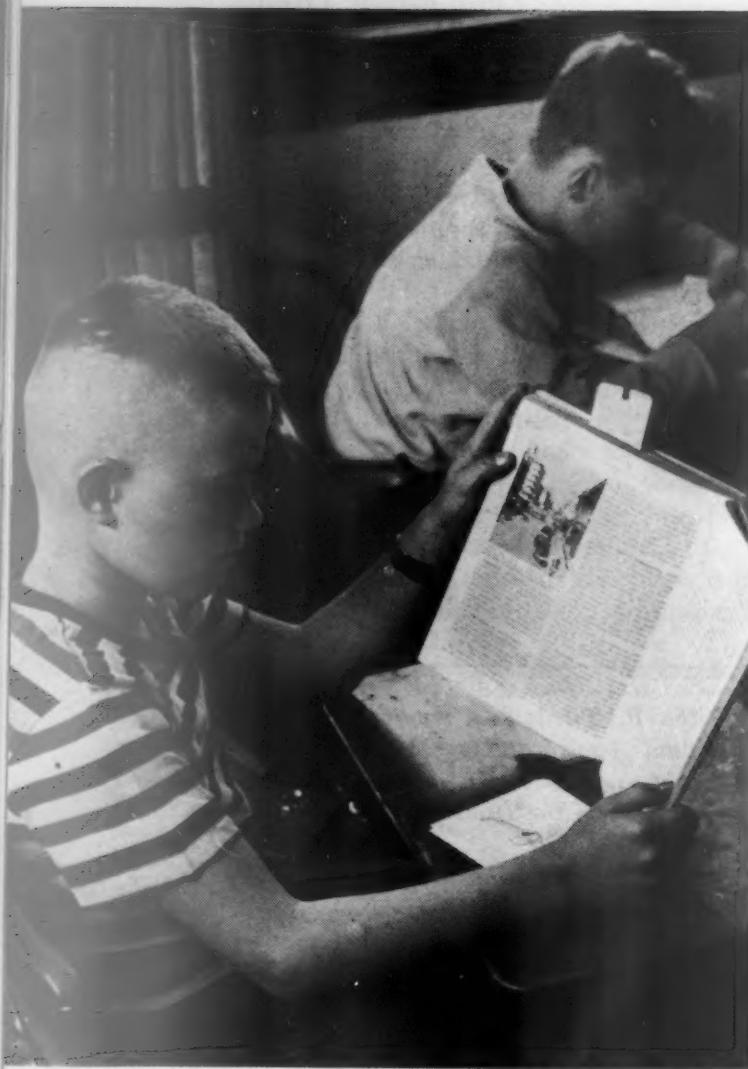
thing that is bigger than himself. Like the friendly five-year-old who was teasingly asked if there wasn't someone he didn't like, he can answer, "Oh yes, I don't like the people I don't know."

Another way to mental health is to learn what children are like, how they grow, and what to expect of them and of ourselves. Child study and parent education groups can supplement our own inexperience and make us feel better prepared and more confident of doing our job. At the same time, important as parents are to the mental health of children, we must bear in mind what the Midcentury White House Conference underscored so emphatically: "Healthy personalities can develop only in a healthy society." For mental health we shall need to work in our communities, our schools, our churches, our civic and political groups for those conditions that will enable children and parents to feel comfortable about themselves, right about other people, and able to meet the demands of life as they have to face it.

Zitha R. Turitz is a member of the staff of the National Association for Mental Health, ably serving that organization as director of the consultation department in the Division of Education.



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A SINCERE woman, active in parent-teacher work, said to me not long ago, "Of course everyone knows children don't read as well now as we did when we were in school." Another parent recently stressed the large amount of poor reading among children today. "In my day every sixth-grade pupil could read all his schoolbooks," she said. Other critics have echoed these comments.

Various reasons are given. Some critics believe that poor reading is the result of modern methods of teaching, which, they say, neglect such fundamentals as knowledge of the alphabet and of phonetic principles. And some parents assert that inadequate reading skill is caused by practices associated with "progressive education." Others point out a close relationship between the decline of interest in reading and the increased sale of comic books and of TV sets.

Visits to many schools throughout America have led me to conclude that most of these and similar indictments are unwarranted or exaggerated. On the contrary, I have observed what I believe is a genuine improvement in methods of teaching reading in our

Do our schools teach?

Paul Witty

Of all current educational topics, the question of children's ability to read is perhaps the one that arouses most discussion, not only among parents and teachers but in the community at large. All of us have heard these arguments; most of us have taken part in them, pro or con. We cannot dismiss the problem as a matter of opinion, for the simple reason that it is a matter of fact. What are the facts? Is the evidence in favor of modern methods or against them?

schools, a rather general use of sound diagnostic and remedial procedures, and a great expansion in the amount of reading materials offered to boys and girls. Yet I am equally convinced that there are unusually large numbers of very poor readers in the typical classroom. This condition is reflected too in the steady flow of requests for remedial work in reading that come to our psychoeducational clinic at Northwestern University. But how can both these things be true—better reading instruction and more poor readers?

Indictment Not Proved

In the first place, let us examine the charges directed against the efficiency of reading instruction in the modern school. We should bear in mind, for example, that the tendency to glorify the past is very common and often very satisfying. The nostalgia that attends our memories of childhood leads us to exaggerate the desirable features of our experience and to minimize or overlook entirely the undesirable ones. At any rate, we realize that criticism of prevail-

teach our children to Read?

ing practices is not of recent origin when we read the following statements made in 1845 by the Grammar School Committee of Boston:

They (tests administered) show beyond all doubt that a large proportion of the scholars in our first classes, boys and girls of fourteen and fifteen years of age, when called on to write simple sentences, to express their thoughts on common subjects without the aid of a dictionary or master, cannot write, without such errors in grammar, in spelling, and in punctuation, as we should blush to see in a letter from a son or daughter of their age.

Similarly Horace Mann wrote in 1838:

I have devoted especial pains to learn with some degree of numerical accuracy, how far the reading of our schools, is an exercise of the mind in thinking and feeling, and how far it is a barren action of the organs of speech upon the atmosphere. . . . The result is that more than eleven twelfths of all the children in the reading classes in our schools, do not understand the meaning of the words they read; that they do not master the sense of the reading lessons; and that the ideas and feelings intended by the author to be conveyed to, and excited in, the reader's mind, still rest in the author's intention, never having yet reached the place of their destination.

The criticisms of parents can be traced in part, then, to the common tendency to compare the present unfavorably with the past. They can also be traced to the fact that people today tend to express their general insecurity by aggressive behavior or strong emotional reactions. Two other factors have likewise produced these adverse comments. The first is the greater variation in ability not merely in the modern elementary school classroom but in the modern high school, where there are many more retarded readers because high schools are far less selective today than they used to be. The trend toward universal education brings into high school pupils of a type that in past years would have withdrawn at some time during the elementary school period.

Methods and materials are both different from those used in former times, and this difference, when not understood, is looked upon as a weakness. All these reasons are sufficient to explain why the statement is made that people do not read as well nowadays as they used to. We shall now examine the truth of the statement itself.

Evidence Recorded

In 1948 Judith I. Krugman and J. Wayne Wrightstone reported the results of a city-wide testing program in New York City. (See "Reading Then and Now" in *High Points* for April 1948, pages 60-61.) During the years 1938 to 1941 tests were administered throughout the city to pupils in the sixth and eighth grades. From 1941 to 1946 tests were given to all seventh- and eighth-grade pupils in the city. After examining the test results, Krugman and Wrightstone concluded:

Certainly there is no evidence in these results to substantiate the claim that reading has become poorer. Nor can we state that the reading level has improved. Though averages do not by any means give a full picture, they do at least reflect the general trends and the trend here shows that the reading level has remained about the same, that it has fluctuated close to the national norm, tending generally to be slightly above that norm.

City-wide tests were given also in 1938 and later in 1947 to ninth-grade students in New York City, and in 1940 and again in 1947 to eleventh-grade students. The same authors comment:

These results are similar to those for the elementary schools in that they show some fluctuations but no evidence of poorer reading achievement after the introduction of the activity program. All the results are above the national norm. . . . Again the fact that these averages were slightly above the national norm should not blind us to the large number of children who need help in reading. Conversely, we should keep our sights clear and realize that in spite of these children who show difficulties, reading achievement levels since the adoption of the activity program have not deteriorated.

To make a truly valid comparison of reading attainment at different times it is necessary to use the same tests. There are several studies in which the same tests have been repeated. For example, David Russell cites a study made by Caldwell and Courtis in which the attainments of pupils in 1845 were compared with those of pupils who took the same tests in 1919. The 1919 students rated higher in spelling and on thought questions, but the 1845 students did better on questions requiring rote learning.

More recently the same tests have been given to

pupils enrolled decades apart in the same grades. For example, Elizabeth L. Woods compared results of the New Stanford Tests administered to sixth-grade pupils in thirty-three Los Angeles elementary schools in 1923-24 with results when the same tests were given to pupils in the same grade and in the same schools ten years later, in 1933-34. The sixth-grade children of 1923 made an average score equaling the norm for grade six, whereas the sixth-grade children of 1933 attained a grade norm of 6.6.

Still another study of reading ability in which the same tests have been employed at different times reveals the superiority of present-day pupils. A report of reading levels attained by sixth-grade pupils in

reading scores of approximately 230,000 pupils on the Stanford and the Progressive Achievement tests given before and after 1945. These pupils represented a range of seven states. His comparisons revealed that "the achievement of public school pupils is not failing; in fact the data show a slight though probably not statistically significant gain in achievement." (His report was published in *Growing Points in Educational Research* by the American Research Association, Washington, D. C., in 1949.)

The results of all these comparisons in reading ability between pupils of former days and the school children of today seem to indicate a definite, though slight, trend toward improvement in reading ability.

Reading Has Its Rivals

However, we must not overlook that second important fact—that there actually are large numbers of poor readers in our schools. Nor should we disregard the threat to children's interest in reading presented by the almost universal appeal of television and other opportunities for effortless pastimes. To offset these influences teachers must do a more efficient job of teaching than they have ever done before. Children must be led to enjoy both the act of reading and the results, if reading is to compete successfully for their leisure time.

Efficient instruction is also in danger whenever large numbers of primary-grade children are put into the charge of relatively unskilled teachers. This practice must cease if we are to maintain the present high status of reading attainment. Moreover, parents and teachers must work together to help each child find the right books. For, as Anne Thaxter Eaton observes in *Reading with Children* (Viking Press, 1940), "Whether children are predestined bookworms, or whether they are to find their chief delight in occupations that involve physical activity, there is joy in books for all of them, though some may need more help than others in finding it."

The public school of America, through its teachers and librarians working in cooperation with parents, has a unique opportunity to bring good books into children's lives. And since no school can operate effectively in building a well-balanced program of reading without cooperation on the part of teachers, parents, and others who serve boys and girls, these adults must pool their resources in an effort to understand each child and to guide him toward the inexhaustible wealth of information and enjoyment to be found in good books.

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1931 and in 1948 in six schools of Springfield, Missouri, was published in 1949. In 1931 the mean score on the Thorndike-McCall Reading Scale was 22.54, whereas the mean score in 1948 was 23.32.

The authors, F. H. Finch and V. W. Gillenwater, sum up their conclusions in "Reading Achievement Then and Now" (*Elementary School Journal*, April 1949, pages 446-54):

In so far as the results attained in the six schools covered by this comparison are indicative of the effectiveness of reading instruction in the Springfield school system, there is reasonably good evidence that the teaching of reading in Springfield is now more successful in producing the outcomes we have measured than it was seventeen years ago.

In 1949 Ernest W. Tiegs reported that he had made a study of children's achievement in certain basic skills before and after 1945. He compared the

Ivan A. Booker

Barriers to a College Education

This is the fifth article in the adolescent series of the "Building Healthy Personalities"

There is no denying that many highly intelligent and gifted boys and girls reach college age without having the opportunity or the preparation or even the incentive to go to college. Nor is there any doubt that this situation is undesirable at best; at worst, it is no less than tragic. Where do the answers lie? This article considers the various obstacles that stand in the way of a college education and offers genuine help in overcoming them.



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SURPRISINGLY soon we parents face the question, "Is my Bill (or Mary) going to college next fall? "If we think that he or she should go, the next thing we want to know is "What can I do as a parent to get Bill (or Mary) into the right college?" For every one of us the problem becomes concrete, immediate, and personal. It is not a theory but a reality that confronts us.

We ourselves—no one else—can solve the problem. But this discussion will focus on a few of the commonplace and specific things that parents and teachers can do by way of encouraging those in whom they are personally interested to get a college education. Others, with sharper swords and thicker armor, may attack such broad problems as the wise defer-

ment of youth of military age, the improvement of the college curriculum, and government subsidies for able students who need financial assistance. All these changes may be brought about in time, but at present we must accept the college as it is.

Admittedly there are many conditions, less than ideal, that form real obstacles to a college education; yet it is quite true that we parents and teachers often fail miserably in helping young people to see and grasp the opportunities to attend college (by which we also mean university) that are really theirs. We should—and we can—do something about that.

Few would advocate that every young man and woman should attend college. There are many whose interests and abilities strongly indicate that their happiness and welfare lie in another direction. Perhaps all roads once led to Rome, but they do not now all lead to college. One of the things we adults can do is try to understand what a college can and cannot do and then learn to distinguish between young people who will and will not greatly profit from going to college. Indeed, one of the barriers to success in college work is simply that the student is sometimes a misfit who was unwisely encouraged to enter college.

From this point forward, however, it will be assumed that the Bill or Mary in whom we are interested is so-called "college material" and that for his own sake and that of society he should go to college. What can we do to help? When and how shall we do it?

Begin Yesterday!

One of the mistakes we tend to make is to ignore the problem and fail to plan for college until Bill or Mary is about to graduate from high school. To do so is worse than folly. Perhaps it is crystal gazing rather than sound guidance to enroll a newborn infant on some college's preferred waiting list, but the practice has one thing to commend it. From the beginning the parents assume that a college education is important and that the child will eventually have one. That much of the idea is sound. Fortunate is the child who grows up never doubting that he will go to *some* college—provided, of course, that he has the proper interests and abilities.

Preparation for entering college should begin no later than the child's earliest formal schooling. This means that parents and teachers will strive through all the years to help him develop the intellectual interests and academic skills that he will need in college. Not that they should be overly concerned about "straight A's." Rather, as has been said, they should pay consistent attention to the cultivation of *suitable* interests and abilities.

Again, if we expect Bill and Mary to think that college is important, we must have no doubt about it ourselves. Our faith in the value of that experience

for them must be genuine and unwavering. And, believe me, Bill and Mary will quickly sense it if we talk about college but fail to back up our talk with action.

What Matters Most

To demonstrate our interest in tangible ways means early planning—both educational planning and financial planning. It means that, before the student enters college and especially while he is enrolled there, the family is willing to make genuine sacrifices, if need be, to make it possible. Strikingly enough, the figures show that the children of school-teachers and ministers of the gospel attend college in higher proportions than do those of people in any other professions and occupations. Surely this cannot be attributed to the fabulous salaries of either group; instead, it is evidence of their genuine faith in higher education.

Money can be a barrier to college study. As your boy or girl approaches graduation from high school you may find that the family treasury can spare little or nothing for college bills. This can happen in spite of your prudence and foresight. Does it mean that Bill or Mary must brush aside thoughts of more schooling? Not at all. Many college graduates can tell you that a slim family purse need not doom hopes for college. The diploma can be won, and in winning it the student may learn a great deal about careful planning and resourcefulness.

If lack of money is a problem, don't overlook the many aids available to students. Hundreds of organizations throughout the country have set aside funds to help college students. The federal government, various state governments, and many alumni societies, private firms, and organizations offer financial assistance to students going to college. Some of these aids are scholarships and fellowships—gifts that need not be repaid; some are loans to be repaid over a long term. Some are offered for general study, and some are offered for study in specialized fields, which range all the way from advertising to zoology.

Even when the family has saved enough to finance the college program, the young student himself can do much to stretch those education dollars. But he must be so strongly imbued with his parents' faith that he is willing to forgo the new clothes that he would like to have—and that he sees other students wearing. He may even curtail his program of studies, obtain some outside employment, or prolong his stay on campus. Willingness to do these things, if need be, is part of the preparation that we as parents can give to Bill and Mary—if our own faith in education is strong. When we do this, a vital teamwork is established that can meet and surmount almost any barrier.

Your alma mater and mine, including the University of Hard Knocks, may not be the colleges best

equipped to serve our children. Colleges differ as widely in their programs as young people do in their needs and interests. Herein lies the fallacy of putting an infant on the waiting list of a particular college. If Bill's interests are technical and scientific, it is a mistake to send him to a college that is weak in these areas and strong in literature, history, and languages. The right student in the right college is highly important. Those you and I attended, no matter how well they served us, may be the wrong colleges for our children.

In this connection we must learn too that it is Bill and Mary who are going to college. They, not we, should make the ultimate decision as to where they want to go. We can help them to learn about the various colleges and universities. We can point out advantages and disadvantages which they might not otherwise see. We can suggest sound standards of comparison for them to use in making their choice. But that choice should be theirs, based on what they want the college to do for them. With counsel but without compulsion, they should cast the deciding vote for the institution they will attend and for the major field in which they will specialize.

Preparation for college requires something more than a high IQ and good study habits, essential as these things are. The college student must be able to fit into a group of his own age peers, personally and socially. Moreover, since he will probably live away from home, he will have to assume new responsibilities for self-direction and independent judgment. If we, the parents and teachers, do not give Bill and Mary a chance to grow in these characteristics before they go to college, we send them away with a tremendous handicap. Straight A's and high scores on an aptitude test may get them into college, but it takes character, independence, and social adaptability as well as academic performance to keep them there.

The Grass over the Fence

The judgment of young people—some say to the age of about eighty—is often faulty and undependable. Even when Bill and Mary have looked forward to college all their lives, some sudden attraction may be quite alluring to them at the moment of decision. In many cases it is the offer of a job that seems unusually good. Especially in times of prosperity and peak employment such opportunities are likely to occur. In other cases the natural urge to establish a home, without waiting to attend college, becomes strong. At these critical moments parents and teachers can play a vital role.

In college too such counter attractions are among the real barriers to successful work. An important job of the guidance counselor is helping students to appraise them by true standards of worth. When it is not gold that glitters, the adult can help the youth



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to distinguish between the superficial and fleeting rewards that he can quickly grasp and the abiding values gained only through patience and hard work.

Faith Without Delusion

Recently a mother said in the presence of her daughter, "Jane is enrolled at State College. I don't know whether she will make the grade or not. I tell Jane that I just doubt if she is college material."

What an excellent recipe for a sure-fire failure! College life is a serious and exacting experience. To go through the long hours of grinding routine, which is sometimes far less than fascinating, the student needs full assurance of our faith in him. When he is confronted with a host of personal problems and adjustments in a new and strenuous life, his own self-confidence needs to be undergirded with the confidence we have in him.

Conversely the student should also know that we will not expect the impossible of him. If Bill does not get all the A's and B's that his mother did, we should not be too greatly concerned—merely proud that his marks are better than his father's were! We can avoid expecting the impossible yet give assurance that we expect our young person to do his best.

Barriers to college attendance are legion, and they are found in all sorts of combinations. We have explored here only a few approaches to some commonplace barriers. There are many others. If we have children of school age who may look forward to college, we should begin to remove the barriers now.

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Bonaro W. Overstreet

For the Spirit's Hunger



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Therefore you must always treat other people as you would like to have them treat you. MATTHEW 7:12
(Goodspeed translation)

EXPLAINING why he could never give up his search for truth even to save his life, Socrates declared that an unexamined life is not worth living. In the light of our last month's analysis we might paraphrase his words and say that an undedicated life is not worth living. The need of the human being to save his life

5.

The Crucial Test

There is real gold in the Golden Rule.

One immersed in self-concern may well think otherwise, for he has never grasped its meaning. But to one who is spiritually mature it stands as a guide to justice and peace. In this time-tested code he finds the key to the kingdom.

by losing it is a psychological imperative. It is not a need that can be left unsatisfied without a consequent distortion of personality.

When we have stated this fact, however, we have left a large question still unexplored. What kind of self-dedication has saving power? The historic events of our time have terribly taught us that men can be dedicated to perverted causes. Just as a person may cry aloud "Lord, Lord" without thereby proving himself ready for fellowship in any spiritual kingdom, so

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he may put himself utterly at the service of a faith or a cause that not only cannot redeem him from spiritual death but that virtually guarantees spiritual death.

If our lifelong vitality of mind and emotion depends upon our living for something beyond ourselves, then we must have a standard by which to judge the faiths, causes, and daily enterprises to which we yield our energies. How shall we know whether they are life giving or death giving?

Self at the Center

Habitual self-concern, we have noted, keeps a person from finding in his world any cause or project in behalf of which he can say self-forgetfully, "Here am I! Send me." It would be a mistake, however, to think that the individual thus isolated by self-concern always advertises the fact by his solitary brooding or his aggressive policy of going it alone. He may seem, on the contrary, to be tremendously involved in the life around him—forever busy, forever on the go, a more than ready joiner, a more than ready taker-on of responsibility. Like a school child who cannot wait for the teacher to finish a question before he starts waving his hand, such a person may urgently volunteer to do more than his share, may seem to be saying every day of his life, "Here am I! Send me." It is only when we look more perceptively at his behavior, and the motives and attitudes revealed by that behavior, that we realize he can never be sent beyond the limits of his own anxious self-concern.

The causes he supports may themselves be compounded of hostility—the cause of racial superiority, for example, or of special economic privilege or of blind political partisanship. More commonly, however, he enters into relationships with life that are apparently healthy and normal, such as those of marriage and parenthood, of work, of church and club membership, and then renders them unhealthy and abnormal by the infusion of his own fear, hostility, possessiveness, and will-to-power.

However dedicated and even self-sacrificing such an individual may appear to be, his conduct is always marked by a *subjective orientation*. He never makes an *objective* appraisal of any situation or any other person. That is, he never impartially brings the same kind of judgment to bear upon himself and others. In one way or another he holds himself to be special—more deserving of help than others are or more capable or morally superior or more sensitive or more important or what not.

Thus he may cling to the members of his family with a possessive, demanding tenacity that stifles their growth and restricts their legitimate freedom and yet see himself as more loving and self-sacrificing than they. Or as an employer he may be the sort of benevolent "papa" who gets great ego satisfaction out of casting his grown-up employees in the role of de-

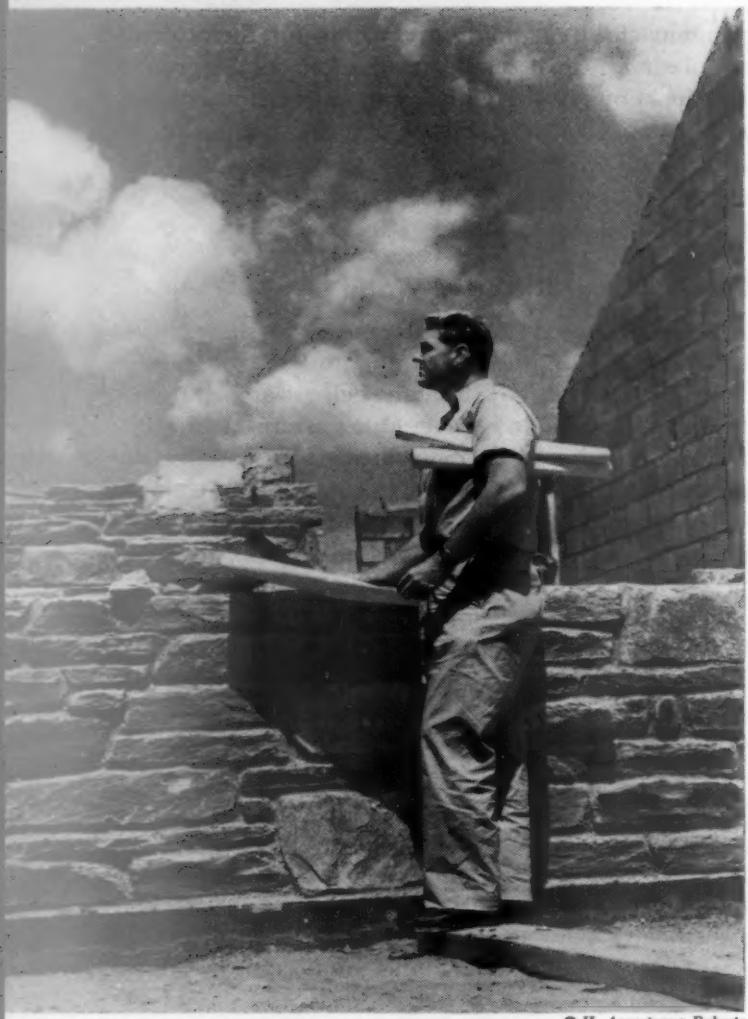
pendent children—doing everything for them, denying their rights of self-determination on the ground that he knows best. He interprets any resentment they may show as further evidence that they are not on his level of development. For he thinks only of their good while they, sadly, never seem to think of his good.

Faulty Focus, Distorted World

The subjectively oriented person, in short, never sees himself as simply one among others, one who is valuable because all human beings are, but not unique in value. He is never able to translate his own needs, hopes, and disappointments into a warm understanding of others, a sense of what they go through in the everyday business of living. He is never able to detect his own rationalizations and self-excuses and make from them a humorous affection for the fallible species to which he belongs. If he detects them at all his response is ego-centered. He defends himself or he wallows in self-contempt, but he makes no insightful excursion beyond himself. Consumingly aware of himself, he is never more than vaguely aware of others. He may experience intense emotions in their presence, but the only reality they will have for him will lie in their relationship to his own need—whether they make him feel safe or threatened, whether they are useful or useless to him. He may be constantly with people, may even feel a compulsive need to be with them. Yet mentally and emotionally he never enters the objective world where he and others can share a common and impartial reality.

If the subjectively oriented person were rare among us, we might be able to feel sorry for him, make room for him, and let it go at that. The trouble is that he is not rare. Few of us, indeed, manage in the process of growing up to make an adequate transition from the intense, native subjectivity of childhood to the objectivity of genuine maturity. This fact colors not only our individual behavior but, by its accumulation, our culture as a whole. Specifically it colors our apparent self-dedications, making them less the product of self-forgetting than of projected self-concern. Hence even though we may be unstinting in our expenditure of energy and our seeming acceptance of responsibility, we may yet fall far short of losing our lives in any redeeming sense.

It is not enough, therefore, for us to have a *program* of self-dedication—whether dedication to our own children, our work, or one social cause or another. We must also have a *code* of self-dedication, a standard by which to judge whether we are actually losing our lives in the larger life of mankind or merely trimming down that larger life to fit our own ego needs. Such a standard we do in fact possess, if we also possess understanding enough to apply it: *Therefore you must always treat other people as you would like to have them treat you.*



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The Needs We Share

It is argued sometimes, with varying degrees of sincerity or sophistry, that to do to others as we would have them do to us is to ignore individual differences, to impose our wishes upon people whom they do not fit at all. Such an argument misses the point altogether, though it may seem to have a certain point of its own in a world where so many people have persistently tried to make others over in their own image.

To treat others as we want to be treated does not mean that we will arbitrarily thrust upon them the specific objects and experiences we ourselves happen to want. It means, rather, that we will respect their

wishes and needs as we want our own to be respected and that we will do what we can to help them fulfill their lives—without invading their privacy any more than we want ours to be invaded, without restricting their freedom any more than we want ours to be restricted.

After all, in trying to guess at what other people want we do not have to go it altogether blind. Individual differences among us human beings are not such as to leave no two of us with anything in common. The more we know about ourselves, in fact, the more we know about one another. The more we learn about our typical human behavior, the more surely we know that there are certain deep needs that we and others share. Where these needs are satisfied, each individual tends, with minimum distortion of personality, to develop along the line that is characteristically his own.

We can name off, now, some of these deep needs. One is the need to be justly treated, to be free from discriminatory and whimsical authority. Another is the need to be valued as a self, not as a means to someone else's goals. A third is the need to live and learn in a psychological atmosphere where a reasonable number of mistakes can be made without bringing down upon their maker exaggerated humiliation or punishment. Yet another is the need to develop in terms of our unique aptitudes, not to be rejected for having other aptitudes instead. Then there is the need to belong in some human fellowship, to share usefully in common enterprises and to be respected for contributing to them, to give help and, when occasion demands, receive help without being made to feel a pariah and a failure. Obviously there is the need for some self-respecting and sufficient access to those goods and services by which the human body is kept alive and well.

These are needs that shape our behavior whether we know it or not. They are needs that shape the behavior of all the people around us. If every activity and every cause to which we dedicate ourselves honestly aims at the wide human satisfaction of these needs, then we can be reasonably sure that we are doing to others as we would have them do to us—that we are losing our lives in the only manner by which we can save our aliveness.

JANUARY IS MARCH-OF-DIMES MONTH

YOUR DIMES and dollars will march for the relief of polio victims throughout January this year. The National Foundation for Infantile Paralysis cannot pay in full its total bill for patient care during 1951 until after the 1952 contributions are in. All of us have a responsibility to meet that bill. To prepare for the coming polio season and continue life-giving research, the Foundation is counting on our help.

N.P.T. QUIZ PROGRAM

A Family Counseling Service

Esther E. Prevey

Director of Family Life Education, Kansas City Public Schools, and Chairman, National Congress Committee on Home and Family Life

• *My two-and-a-half-year-old gets into everything. How can we stop him?*

ANY PARENT of a two- or three-year-old is likely to be faced with this problem. The main thing is to find out *why* the youngster "gets into everything." Then and only then can you work out your own plan for handling the situation.

Did you ever stop to think of how, at the age of two and three, the world is full of wonderful things to a child—and he knows so little about any of it! Distance is not very definite—distance from table to chair, from door to door, from upstairs to down-stairs. The feel of things is something marvelous—rayon, cotton, sandpaper, rugs, velvet, wood, metal. There are ever so many different kinds of "feels" that the toddler must find out about. Things come apart and can be put together, and they are all very exciting. So are drawers and cupboards crowded with "we know not what."

Look around, Mother, and you'll find many other things that are commonplace to you but wondrous and exciting to the child. He learns by feeling, pulling things out of drawers and cupboards, taking apart, putting together—in other words, by exploring.

How can we help the situation? Obviously a two-year-old cannot be allowed to pull everything out of place at home and abroad. But perhaps his parents can arrange other ways for him to have the experiences he needs—in fact, the experiences he must have. A drawer or cupboard of his own, full of exciting things (they could be household discards) might be one way. Letting him see and feel all kinds and sizes

of objects, under supervision, would help too. Equipment like an old clock that he can take apart or things that he can put together may be useful.

Creative parents can discover many ways of satisfying the young child's need to learn by exploring, manipulation, and close acquaintance with things. And be glad he wants to learn. It is a wonderful asset in living.

• *My Tommie is eight years old. A few days ago I discovered he had taken money out of my purse and put it into his bank to save for a bicycle that he wants very much. Since we live in a small town his father and I think it is all right for him to have the bicycle, but what can we do about his tendency to steal?*



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FREQUENTLY, as children grow, parents have to face a situation similar to the one you describe. But you can rest assured that if a child has taken money from a purse or even removed an article from a store, this doesn't mean he is going to be a thief.

Parents need first to ask themselves why something like this has happened. Perhaps the youngster may not be old enough to have fully learned the significance of ownership. This is why preschool children often take things that belong to others. Even seven- or eight-year-olds may find it difficult to remember about ownership. Patient and firm insistence, time after time, on the principle that things which belong to others really belong to them and therefore are not to be taken by you or me will help the child to develop a sincere respect for ownership. We must not expect to accomplish our goal with one or two experiences. Things taken may have to be returned over and over again, with the same explanations.

Another question adults need to ask themselves is whether or not the child is taking things to gain favor in the eyes of other children. For example, young Mary may feel that if she can give candy or money to other boys and girls or can treat them in some way, it will help her to win the approval of those with whom she wants to be friends. In order to do this Mary may have to acquire the wherewithal from someone else. If this is the case, we must help the child to gain status with his friends in better and more acceptable ways.

A child sometimes takes money because he very much wants to buy something that will take him too long to obtain by ordinary methods of saving. This could be true of your Tommie. At eight years of age a bicycle can be a very intense want indeed. If he has to do all the saving by himself the goal may be too distant, and he may think that the process can be hurried up if he manages to get money in unorthodox ways. Of course this is not to be approved by his parents because Tommie must learn that money in your purse is Mother's and not his. But perhaps you and his father could find ways to help him earn money so that his savings will accumulate more rapidly. In addition, it might be possible to devise a scheme whereby you and his father could stand part of the expense so that Tommie won't have to wait an eternity for his much coveted bicycle.

There is still another angle to this problem that should be of concern to parents. What type of example in regard to ownership is set by the grown-ups in the home? The child learns one thing about it when Mother and Father boast of "getting away with" not paying their fare on a crowded bus or of keeping change given to them by mistake. But the child learns something quite different when he has an experience like the one a little friend of mine had last summer. A clerk in the drugstore had given her

Daddy a quarter in change instead of a nickel. He returned it to the clerk and explained the mistake. Edith, upon being told what had happened, said to her Daddy, "Why did you give the money back to her? I would have kept it."

Daddy's reply was "No, you would not. Don't you remember the other day when we talked about money? We said that everyone keeps only the money that belongs to him. Now, that money didn't belong to me. It belonged to the drugstore. That's why I had to give it back to the store."

Thus do we teach children about ownership by our own activities and attitudes!

• *I am a high school girl in my sophomore year. My friends and I sometimes get very irritated and upset because our parents treat us like children. They want to know where we are going, when we expect to get back, what we talk about, and who our friends are. They seem to want to make our decisions for us. So we have decided not to tell them anything if we can help it. What do you think?*

IT IS quite natural for high school boys and girls to want to be independent and to make their own decisions. They feel grown up, and so of course they want to be treated like grownups.

It is also quite natural for your parents to be concerned about where you go, who your friends are, what you are doing, and when you plan to be back. They care about you and they want to protect you from any kind of harm. Moreover, they have been responsible for you for a long time, and they may have a little trouble remembering that you are quite rapidly becoming adults.

There may be some ways in which you teen-agers can help your parents to remember that you really are growing up. Here are a few suggestions that have worked:

First, try being courteous to your family, cooperating with them instead of going around with a chip on your shoulder. It may help to prove to them that you are reliable and responsible, that you will do what you say and come home at the time you have agreed upon. Make it a point to ask the advice of your mother and father so they will feel just how important and useful they are to you.

Have you tried being good-natured instead of moody or cross? If you can talk over serious matters with your parents, you might come right out and tell them that you are trying to act your age and that you would appreciate their assistance and understanding. If you cannot talk to your parents in this way, just try acting grown up. Maybe then they will discover what you are doing and treat you as they would a grownup. People nearly always give us the respect our behavior deserves.

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WHAT'S HAPPENING IN Education?



Guest Director: HEROLD C. HUNT
General Superintendent, Chicago Public Schools

● *For some time the public has been shocked by disclosures of gambling and other illegal or unethical practices in intercollegiate athletics. The colleges themselves are taking active steps to combat improper practices, though the problem is too complex and too deeply rooted to permit a quick or complete solution. High schools and their players are not subjected to the types of pressure that prevail among the colleges. And yet high school athletes who plan to attend college may have to make difficult decisions involving ethical considerations. What, then, can high school administrators do in this situation?—E. G. M.*

Let's face it frankly; the problem must be solved by the colleges themselves. High schools cannot expect to bring the errant ones into line by scolding or moralizing or even by boycotting certain schools.

High schools in a local circuit or a metropolitan system can, however, exercise some control over athletics, and their methods may in turn be duplicated by colleges. In Chicago, for example, interscholastic programs in nineteen different sports are regulated democratically by a board of athletic control made up of the assistant superintendent in charge of secondary education, the director of health and physical education, and the principal (or his delegate) from each of the city's public high schools.

Looking at the athletics picture from the national point of view, high school administrators can take a stand in several ways. They can of course assist their graduating seniors in making a wise choice of college. They can also help the public to preserve a sane and balanced outlook on the problem. Athletic contests should not be eliminated merely because some phases of the interscholastic program have got out of hand. Healthy competition is a powerful spur toward well-rounded physical development and, properly guided, can make character as well as break it.

On the other hand, alumni overemphasis on spectator sports not only makes a farce of amateur games but also provides a fertile field for the gamblers and the fixers. The hiring of athletes leads to many vicious practices and ultimately dulls, rather than brightens,

the name of the alma mater. Fortunately this fact is at last gaining recognition.

We must, however, distinguish between legitimate athletic scholarships and unduly remunerative jobs or outright promises of cash. It is important for good students who excel in athletics to have a chance to attend college. Scholarships are offered to students outstanding in music, science, journalism, and other special fields. And so in our anxiety to purify college sports we must not eliminate legitimate aid that enables the worthy student athlete to continue into the higher levels of education.

● *Our students seem to lack enthusiasm for study. They let assignments slide, and few of them take books out of the library. This indifference is so widespread that it must be due to the many distractions of modern living. How can we teachers and school librarians compete with TV, comics, atomic bomb tests, and western movies?—J. C. M.*

In answering this question, if you and the other readers will bear with me, I should like to quote from myself. Last October I wrote an editorial on this problem for *Education Progress*, a publication of the Chicago Public Schools. In it I suggested that before we become critical of young people's luke-warmness toward their studies we ask ourselves these questions:

What would be my tendencies . . . if I were a youngster in this age of high speed technological gadgets, television, radio, commercialized amusements and sports, excitingly colored comic books, and atomic agitations? Would I be able to resist the temptation to watch television instead of solving those ten problems in algebra; to view the motion picture version of *Alice in Wonderland* instead of concentrating on the book; . . . to listen to the escapades of a red-headed comedian's "Little Junior" of radio fame instead of memorizing the multiplication tables?

Your own honest answers will demonstrate that there is no simple solution to the problem. Schools, parents, and community agencies must all three work together to counteract whatever children's activities are harmful or wasteful; to exercise some control over disintegrating forces in the community; and to bring out-of-school pursuits into closer relation with the school program.



When Johnny

Paints

at Home

At school the child draws and models and paints. At home he does it too. Can the grownups in that home help the youthful artist? They can indeed if they try to understand a happy child's free and unique description of his world.

John Wallace Purcell

THE TEACHER of art is frequently asked, "What should I do to help my child with his painting or drawing or modeling at home?" As often as not, this is followed with "You see, I know absolutely *nothing* about art!" If this last statement is perhaps meant to discourage the teacher from replying, it fails to do so. He knows all too well that the really discouraging qualification is "Of course I *do* know a little. I studied art for six weeks one summer with Professor John Rulemaker." There is no known way to spare the child from the dubious aid of the parent who "knows a little" about art. But the answer to the I-know-nothing parent is an easy one: You don't need to know anything about art to give your child all the help he needs. This is because he is *not* making Art with a capital A.

It is hard to say what art is, but this is what it isn't: It isn't something obscure, mysterious, and highbrow. It isn't something that exists only in museums with frames around it or pedestals under it. Art is and always has been a part of living (a small part today, perhaps). Great art is and always has been the simple



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statement by essentially simple men of their not-at-all simple reactions to the world about them.

When your child paints a picture in poster colors or draws one in crayon or models an animal in clay, he is not making Art. He is setting down his reactions to the amazing world about him. And if this is true, evidently you need to know just two things: (1) your child, (2) the amazing world about you. If time has dulled your own amazement at the world, you may have to exert real effort to go back to the viewpoint of age seven or five or four—back, say, to when you joyfully discovered that the tall L's you had drawn for the legs of a standing-up man would, if bent in the middle, make a sitting-down man.

To do this, to become a child again, you will have to sweep out a lot of useless rubble. Sweep out first your notion that you know what things look like. You don't. All you know is the way they look *to you*. "The camera agrees with me," you'll say. But the camera is only a machine—a one-eyed machine containing no heart, feeling no hates, no loves, no fears, no joys, no amazement. Who wants to agree with a

machine? Not your child. He sees the world intensely. Things aren't just things. They are pleasing, mean, swift, heavy, gay, dark, comforting, rhythmic.

Adventure in Understanding

Once you have granted that things look different to different people you are ready for your role as enthusiastic audience. This role isn't passive; it's mighty active. The hardest part is holding in check your urge to bring *your* experience—your visual experience, that is—to your child. He doesn't want or need your second-hand experience. He is having *his* visual experience right now as he sits at that table working away at a big sheet of paper, his tongue clenched firmly in his teeth. The test comes when he brings you the paper, covered (you feel) with assorted scratches. Do you smile and say, "That's nice, Son. What is it?" If you do, your score is zero. You may get an "Oh, D-a-d!" as an answer, but you probably won't be shown many more pictures by this squelched boy.

Or you can really work at it, study it. Then maybe you'll discover that the little group of squiggles in the center, with four violently active lines sweeping down from each one, represents horses. You note the greatly exaggerated bridle on each one, and suddenly you recall that last Sunday at Grandfather's farm John had at last got up enough nerve to mount a horse. The bridle must have seemed pretty important to him then. It certainly is in this picture.

Finally you see the reckless riders on the horses' backs and you comment: "Boy, those cowboys sure are built into their saddles!" John's face lights up. He waits as you keep on looking. Why those big croquet wickets at the top of the picture, you wonder. Now you see. They are mountains—forty-thousand-foot-high ones. And those marks you thought were where he sharpened his pencil are cactuses. The black smudges over the mountains are clouds. And at last the whole story breaks. In the middle of a vast, overpowering landscape, under a cruel, threatening sky, gallops a brave, if tiny, group of men mocking the menace about them. You look at Johnny in complete understanding. "They've got guts," you say. Johnny's expression is pure bliss.

You have done for him just as much as any parent can possibly do. In fact, your performance was perfect. In just three words you summed up the essential mood of the picture. The mountains weren't important. The cowboys weren't important. What *was* important was that these frail human beings were not merely coping with but dominating that fearsome country. (Maybe that horse at Grandfather's really had seemed pretty terrifying!)

Johnny wasn't picturing a mood; he was *in* a mood. Nor was he trying to produce a work of art. The art was a by-product. He worked rapidly; technical problems were solved instinctively as they came up. You yourself noticed that the horses' legs were four vio-

lently active lines—violently active because Johnny was trying to show you the speed of the horses, not the anatomy of their hooves or fetlocks. He was setting down an idea that was clamoring for expression, and anything encumbering that idea he ruthlessly eliminated.

Authentic Art, Uncatalogued

It has been my observation that whenever a child works—whether with clay or with pencil or with paint—enthusiastically, rapidly, and unfalteringly and is himself satisfied with the result, that result is a work of art—a perfect welding, that is, of idea, emotion, and design. It is an approach your child shares with all great creators. The master artist is one who has succeeded in regrasping the fresh, uninfluenced viewpoint he had as a child and welding to it all he has learned of the world through experience.

"But what about design?" you ask. "Isn't there anything I can do to help Johnny with that?" Let's say that by *design* we mean this: the orderly arrangement of the parts of a picture or a piece of sculpture. And my answer to your question is a straight no. Design, like technique, comes instinctively to the young child. Let's sweep out, also, your old notions of what design is. Your John has his own individual rules of design that are shared by no other child, and in this individuality lies the unique value of his creative scribbling, clay squeezing, or paint daubing.

Search your mind for any other thing he can do entirely on his own, without leaning on authority, depending on help from outside. Art is an antidote to the many "do this, do that" pressures a child must endure. In his art work he can draw on his own re-

"The Bride." Vivian, age six.

"I went to the country to my cousin's wedding," explains Vivian. Here is her terse synopsis of the event: the bride—white dress, white veil, prominently displayed bouquet; the church—a cross, a steeple, and the entry door; the groom—"Oh pooh!"





"My House in a Snowstorm." Charles, age six.

A two-story house can look pretty tall to a six year old! Compare the delicate decorativeness of Charles' picture with the stark severity of Vivian's.

sources and thus gain confidence in them, express his individuality and (with your cooperation) find respect for his individuality; express, too, his dreams and, if need be, his frustrations.

"But suppose I can't even guess what the picture is?" Even after twenty-six years of experience I'm stumped occasionally, too. Usually you can lead the artist into some revealing comment. At any rate the picture is always something, never just "a design." It helps, too, to know what to expect of a child at different periods. If you would like a thorough and accurate book on this subject, read Viktor Lowenfeld's *Creative and Mental Growth* (Macmillan, 1947).

As the Child Changes, So Does His Art

At around two, three, and four years your child will scribble, purely for the muscular pleasure of it. It is a stage just as important as crawling before walking. Next he will give names to his scribbles ("Lookit the big jet plane") and finally—a big jump—he will name his scrawl in advance.

Now he's in the four-, five-, and six-year-old group. "This is going to be Daddy," he says, and you'll see a huge circle with dots for eyes, maybe a nose and a mouth, and a pair of lines hanging from it for legs. Well, why not? For most of his early life "Daddy" meant just a huge head looming over the crib. But Daddy does go away—hence the legs. If you like, you can ask "Where are Daddy's arms? What could he pick you up with?" Then, if he is ready, John will add two lines, probably branching out from where the ears should be.

This readiness must be respected. A child always has a latent store of knowledge that he is not yet

using, just as you possess a reading vocabulary far larger than the one you use in speaking. The able teacher (and the wise parent) watches vigilantly for opportunities to bring out these new concepts—but at the proper time. One signal, by the way, is repetitiveness or boredom.

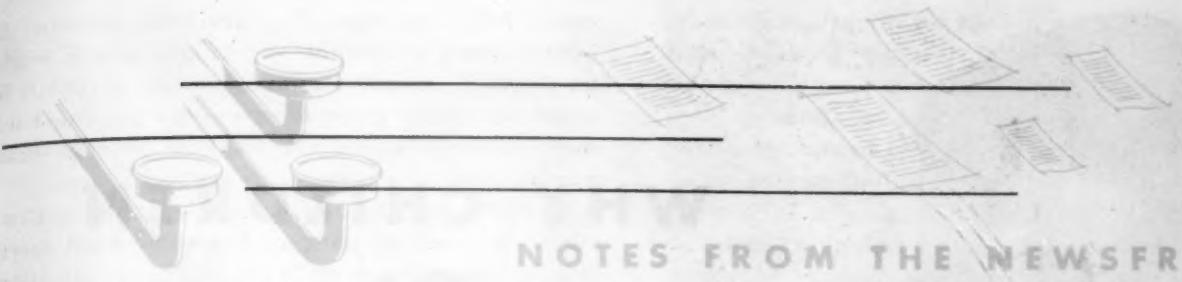
The four-year-old's "Daddy," you noticed, was made up of a circle and two straight lines. Shortly squares, rectangles, triangles, and ovals will be added. Through ages four, five, six, seven, and eight your child will draw with these geometrical shapes, or symbols. Why? Put yourself in the child's place. There is such a bewildering variety of new and amazing things to be seen. Order must somehow be made out of all this chaos, and what is more orderly than circles, squares, and triangles!

Have you ever heard someone humming a piece of music to himself—thinly, annoyingly? Yet in his inner ear he hears the whole orchestra. It's the same thing often, when the young child paints or draws. The painting "The Bride" may look to you like a rectangle, a triangle, and a collection of circles. But in maker saw flowing tulle, bright satin, and fragrant flowers. You yourself use symbols constantly: "Turn left when you come to a white picket fence." "Mr. Lewis is the one with the eyebrows." They are vivid short cuts. But if you are tempted to draw for Johnny what a man "really looks like"—stop! Maybe you'd be just showing him *your* symbol?

Once you've followed Johnny's art work from babyhood up to age nine, you'll find that you've become quite attached to this "geometrical" style, this completely alive, forceful, and fearless period of self-expression. And you will regret its passing. In vividness and terseness it tells its story like a powerful cartoon or, in kind if not in content, like a great masterpiece. You'll have learned an awful lot about Johnny and Johnny's world. And you'll have definitely removed yourself from the group of those who "know nothing about art." For I can think of no course in art appreciation superior to the simple one outlined above.

At age nine John will start off on a new tack, and a more complicated one. But the basic part of your job is done. By entering, as a quiet but appreciative guest, into Johnny's own amazing world you have aided him in the development of his creative powers, kept them apace with his physical and mental growth. All you need to do is simply continue counseling him to be himself.

John Wallace Purcell, noted Middle Western sculptor, was a pioneer in establishing present-day methods of teaching art to children. Working at the Chicago Art Institute during the nineteen-twenties, he was one of the group of art educators who discarded rigid practices in favor of the approach suggested here.



NOTES FROM THE NEWSFRONT

New Approach to an Old Ideal.—For centuries men have asked "What causes war?" Manchester College in Indiana is now asking "What causes peace?" The college is offering a course of peace studies leading to a B.A. degree and preparing young people for some form of humanitarian service. Besides studying history, economics, psychology, foreign languages, and the bases and techniques of lasting peace, students spend one summer working in peace institutes, international seminars, or international work camps.

Tonsils Have a Job To Do.—Yesteryear if Johnny's tonsils were large or if he had one sore throat after another, it was usually taken for granted that his tonsils had to come out. Not so today, says Dr. Francis L. Lederer of the University of Illinois in *Postgraduate Medicine*. He explains that from infancy germs nestle in the tonsils. In battling and vanquishing these germs, tonsils build up fighting power against disease. For this reason they should be removed only when "acutely and repeatedly" infected. If tonsils must come out, a specialist should do the job in a hospital, Dr. Lederer warns.

Electric Servants.—The mechanization of the American home has barely begun, makers of electrical appliances point out. The electric refrigerator is the most widely distributed home appliance; it has already reached 90 per cent of its potential buyers. Not so with electric ranges and automatic washers. Only 21 per cent of the market for ranges and 13 per cent of the market for washers have so far been tapped.

All-alone Children.—Loneliness and isolation are problems that beset one out of every three pupils in our schools. This is the finding of three researchers working independently: Luella Cole, who investigated school cliques; Hedley S. Dimock, who made a study of group activities; and Dean Urban H. Fleege, who was interested in friendships in high school.

Campus Capers—1951.—Students at Bard College in Annandale-on-Hudson, New York, have added volunteer work projects on college buildings and grounds to their official list of recreation activities, and the idea has proved so popular that every student has voted to take part in a project. They clean rooms, mow lawns, and paint buildings. They are planning to lay walks, put up an outdoor fireplace, and build a music practice room. No jobs needed by students to meet college expenses are being abolished, but the college itself is rapidly acquiring a new look, inside and out.

New Year Superstitions.—If the first person who enters your home on the New Year fails to hand you a dollar, you have a bad year ahead. . . . Bad luck is in store for you if the first person to cross your threshold on New Year's Day is a woman. . . . Empty pockets or empty cup-

boards on New Year's Eve foretell a year of poverty. . . . If your new suit or dress has money in the pockets on New Year's Eve, they'll not be empty throughout the year. But who's superstitious nowadays?

Teamwork for Better Living.—Teachers from nine Latin American countries are attending a two-year UNESCO workshop on the improvement of community living, with headquarters in the small Mexican village of Patzcuaro. The group divides into teams of five teachers each. Each team spends three days a week in classes and three days in one of nineteen villages around Patzcuaro, working with housewives, children, farmers, and local teachers. Already the teams have paved streets, wired schools for electricity, taught the principles of sanitation, and formed women's groups to exchange household ideas. At the end of two years the teachers will set up similar local programs in their own countries.

How Many Yesterdays?—How long has man lived in this hemisphere of ours? Most scientists have estimated from 10,000 to 15,000 years, but George F. Carter, anthropologist at Johns Hopkins University, has challenged their theories. He claims that crude weapons covered with dark brown desert varnish offer evidence that man lived in the Western Hemisphere about 150,000 years ago.

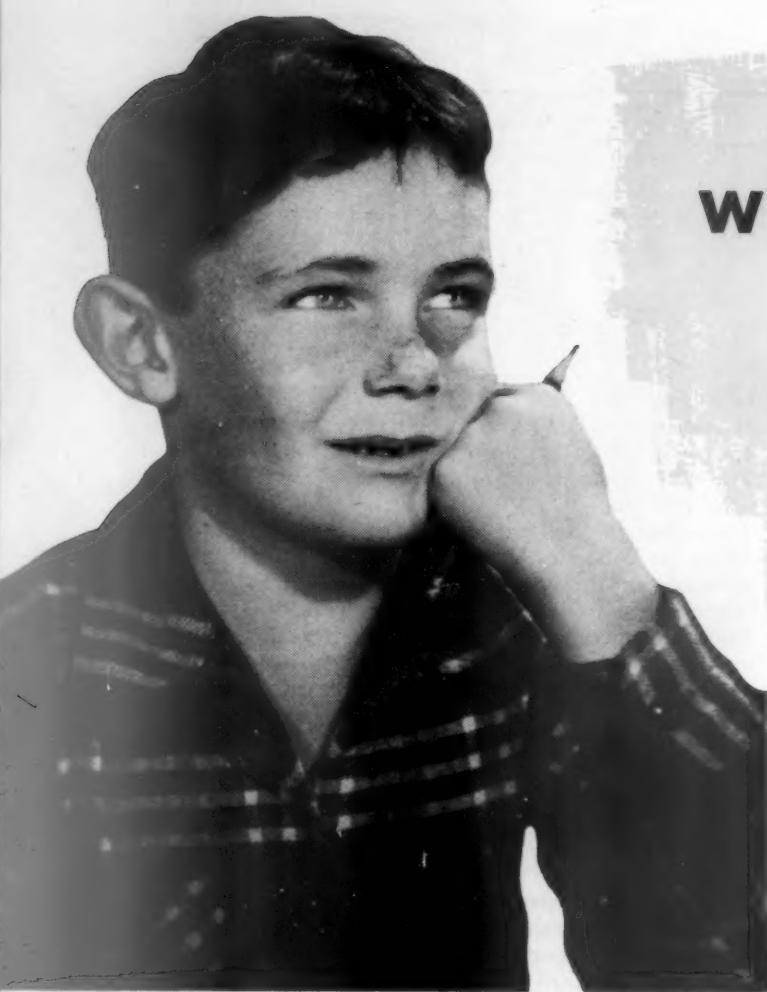
Caution for the Owl Shift.—If you hear one college student telling another about a new drug that will keep him awake while studying for exams, ask if he means *amphetamine*. The Food and Drug Administration has issued a warning against the unprescribed use of this drug. (Add, if you like, a reminder not to put off studying until the last twelve hours before the exam.)

Wings Away.—Want to travel? The airlines are offering bargain rates for trips to Europe, hoping that slashed prices will spur teachers and students to travel abroad. If some airlines have their way you may be able to buy a round-trip ticket to Europe next summer for about \$400.

Fatality in Finance!—It was bound to happen. Sooner or later inflation was sure to catch up with the kiddies, and now it has. No more penny banks. A toymaker of Hackensack, New Jersey, has announced that production on penny banks has been halted, and the firm will now turn out toy banks for other coins. The reason? "Most children do not show much appreciation for anything less than a dime."

A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 2-52, this means that your subscription will expire with the February *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the March issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



WHY CHILDREN Cheat

C. C. Crawford

Of all the problems involved in the guidance of children, cheating at school is one of the hardest to face—to say nothing of the difficulty of solving it. Can the principles of democracy be applied in this connection? It would seem so; for in the last analysis no ethical problem can be foreign to our conception of the democratic way of life.

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CHILDREN cheat because they are taught to cheat. If they have not already learned cheating as a way of life from their parents, families, and neighbors when they first enter school, they very soon make up for the lost opportunity by learning it in the school environment.

There are a number of influences in and out of school that teach children the art of cheating. There are teachers who take cheating for granted as a necessary evil and do little about it; teachers who view it with alarm, make a big stir, advertise it thoroughly, and yet let it continue; teachers who look upon cheating as a matter entirely between themselves and the child concerned, without regard to the other pupils in the class; teachers who make an example of the cheater by such stern measures that his fellow students rate him as a martyr. All these may be, in their various ways, influential in the continuance and spread of cheating.

Fellow students who belittle schoolwork, speak contemptuously of the "grind," and boast of cheating their way "past the tight spots" also have a great deal of influence in the wrong direction. Students who do poor work but get good marks dishonestly are likewise a subversive element, sometimes tempting a

good student to cheat as a form of self-protection.

Nor are parents themselves wholly guiltless. Some parents put constant pressure on their children to get better grades than they can possibly get without short cuts and irregular practices. Others cooperate in mild (and sometimes not so mild) forms of cheating in order to help their children show up well at school. Too many set bad examples by cheating the grocer, the postmaster, or the tax collector—an indirect but obvious sanction of sharp practices at school.

The Source of the Trouble

Cheating is like the other character problems that perplex teachers and parents. Children cheat at school for the same reasons that cause them to steal cookies or to go swimming when they are supposed to have gone to Grandma's. Any dishonest act is the result of a frustrated desire. The youngster wants approval, recognition, praise for brightness. He wants eligibility for a team, admission to college, or something else associated with good marks. His desire is blocked by one thing or another. He may be dull, he may be lazy or interested in other things than preparing his lessons. Yet he covets the rewards

of classmates who study. So why not steal them? This way of life is easy enough to learn. Adults cheat, too, as any bright child knows. A merchant who trusts his employees is often driven to bankruptcy because of their thefts. Lie detector tests, surveys made by detective companies that specialize in checking up on employee dishonesty, and the use of various honesty-research techniques have all shown that about two adults out of three, when trusted, will prove unequal to the trust. One well-known series of articles with such titles as "The Radio Repairman Will Gyp You If You Don't Watch Out" revealed a two-to-one ratio of dishonest to honest operators in such lines of business as radio repair, watch repair, auto repair, optometry, and so on.

If adults do so poorly in matters of character after supposedly achieving maturity, sound judgment, and moral stability, are our children to be rated as degenerate, perverse, or possessed of the devil if they copy answers from a textbook or turn in other children's work as their own?

No, there is nothing new here. The new generation isn't going to the dogs. It hasn't suddenly lost its moral rudder. It hasn't thrown away the eternal values. It is just another generation of human beings going through the usual slow and tedious process of learning how to live. Let's give them a better upbringing, if we can, by using better techniques than were used on our own generation. Perhaps then the world will have less need of bank examiners, detective bureaus, and political graft investigations.

Complications at School

The curriculum itself may be a cause of cheating if it is lacking in interest and vitality. When motivation is low, dishonesty is high. When the curriculum is made interesting, the students are more eager to work and have less need of tricks and shady devices. The teaching of vital problems, directly useful information, or practical methods of doing things will minimize cheating. The Life Adjustment Education approach advocated by the U.S. Office of Education can solve much of the cheating problem, because it stresses a curriculum directly related to life needs. Several of the educators quoted in the "Cheating" supplement issued by the *Educator's Washington Dispatch* with its *Teacher's Letter* for September 1, 1951, emphasized the need for curriculum reform.

Overemphasis on marks and grades undoubtedly causes much unnecessary cheating. But this fact does not justify abolishing such methods of evaluating schoolwork. To abandon tests, discard the failing grades, require no specific amount of work or study, and expect no standards of achievement would reduce pressure and remove the incentive to cheat. It would also, however, put an end to most of the school's accomplishments, just as legalizing all crime might reduce violations of the law but would

certainly not produce a heaven on earth. We cannot have learning without effort or success without striving. As long as life goes on there will be pressure, tension, or striving toward a goal, always with some sort of blocking, frustration, or hindrance to immediate fulfillment of desire. Wholesome and purposeful schoolwork always involves some kind of pressure against some kind of barrier. Taking down the examination barrier, abolishing the work standard, and abandoning the expectation of effort is no solution to the cheating problem.

What of the Honor System?

Honor systems in which pupils are trusted completely are doomed to failure from the start. They take for granted the existence of the very self-control and maturity that the school has a mission to develop. They fail for the same reason that anarchy fails as a form of government. If everyone were perfect enough to manage his life, restrain his baser impulses, and resist all temptations to misconduct, we should already be in heaven instead of trying to learn how to get along on earth. When two thirds of all adults fail on typical honesty tests, it is idle to dream of children in school grading their own papers honestly or taking tests honestly without any kind of supervision.

To expect the teacher to catch all the cheaters and to enforce honesty unaided is as futile as to trust each child to do right without any supervision. Forty youngsters can invent more ways of cheating than any one teacher can invent ways of stopping it.



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Score
Herron

Name John Roe
Subject or Course Social studies Date 10-15-51
Instructor Miss Brown Row A Seat 2

Directions: If statement is true, put X in first space; if false, put X in second space.

No.	T	F												
1	X		21	X		41	X		61			81		
2	X		22	X		42	X		62			82		
3	X		23	X		43	X		63			83		
4	X		24	X		44	X		64			84		
5	X		25	X		45	X		65			85		
6	X		26	X		46	X		66			86		
7	X		27	X		47	X		67			87		
8	X		28	X		48	X		68			88		
9	X		29	X		49	X		69			89		
10	X		30	X		50	X		70			90		
11	X		31	X		51	X		71			91		
12	X		32	X		52	X		72			92		
13	X		33	X		53	X		73			93		
14	X		34	X		54	X		74			94		
15	X		35	X		55	X		75			95		
16	X		36	X		56	X		76			96		
17	X		37	X		57	X		77			97		
18	X		38	X		58	X		78			98		
19	X		39	X		59	X		79			99		
20	X		40	X		60	X		80			100		

Score
Derron

Name MARY ROE
Subject or Course Soc. St. Date 10-15-51
Instructor MISS BROWN Row A Seat 3

Directions: If statement is true, put X in first space; if false, put X in second space.

No.	T	F												
1	X		21	X		41	X		61			81		
2	X		22	X		42	X		62			82		
3	X		23	X		43	X		63			83		
4	X		24	X		44	X		64			84		
5	X		25	X		45	X		65			85		
6	X		26	X		46	X		66			86		
7	X		27	X		47	X		67			87		
8	X		28	X		48	X		68			88		
9	X		29	X		49	X		69			89		
10	X		30	X		50	X		70			90		
11	X		31	X		51	X		71			91		
12	X		32	X		52	X		72			92		
13	X		33	X		53	X		73			93		
14	X		34	X		54	X		74			94		
15	X		35	X		55	X		75			95		
16	X		36	X		56	X		76			96		
17	X		37	X		57	X		77			97		
18	X		38	X		58	X		78			98		
19	X		39	X		59	X		79			99		
20	X		40	X		60	X		80			100		

Does the similarity of errors show cheating by John or Mary?

And the more diligently the teacher tries, the more exciting the game becomes.

The Teacher's True Role

Yet supervision is needed, and the teacher should take the lead in setting it up. The mayor of a town cannot enforce all city ordinances and stop all crimes singlehanded, but neither should he let the city run wide open. He should become a dynamic force to bring the efforts of the citizens to bear on law enforcement and civic betterment. The teacher's duty is similar to the mayor's.

The teacher can help the students to keep classroom honesty on a high level by preparing alternate sets of test questions for crowded classrooms, by doing a reasonable amount of policing, and by evidencing sympathy with the civic-minded students who would like to see all tests taken honestly. The teacher can accomplish much more by working with the class than by trying to carry the whole load.

In other words, the solution to the cheating problem lies neither in dictatorship nor in anarchy but in democracy. Students must be taught to feel responsible for their conduct as it affects the class as a whole and to look at the conduct of others from the same point of view.

There are a number of methods by which the teacher may lead a class to take charge of the cheating problem. She can make it clear that, although marks or grades in the long run are inevitably relative and necessarily involve comparisons between students, each mark represents only one special field of endeavor and that no student who has done his honest best need feel inferior. She can explain that cheating is like passing ahead of others in a waiting line at the cafeteria. From this or a similar concept she can develop the idea that cheaters wrong their classmates.

As the class gains social awareness and civic skill, more and more of the machinery of enforcement will be automatically taken over by the group, even though the students themselves may not realize it. Of course the teacher continues as leader and helper.

Thus keeping our faith in democracy and working toward honesty in examinations through democratic self-government will give us the best hope of operating our classrooms as schools for citizens.

C. C. Crawford, professor of education at the University of Southern California, is the author of numerous books and articles on educational subjects, especially the high school and its curriculum.



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America Needs Women in Its Armed Services

Anna M. Rosenberg

*Assistant Secretary of Defense for Man Power
and Personnel*

"EVERY AMERICAN," says Robert A. Lovett, Secretary of Defense, "has a job to do in these tense years when we must build our military strength for the sake of our country's security. We must believe. We must work. We must serve. . . . The armed forces' need for personnel is continuing. It will exist as long as the free world is threatened. Without crippling either the civilian economy or defense production this need must be met. *Our greatest potential source is the millions of young women between the ages of eighteen and thirty-four.* Young women are expected to recognize the challenge and take a full partnership in the solution of the man-power problems of the armed services, just as young men must do."

To this end the military requirements of the Department of Defense call for the recruitment of 72,000 qualified young women by the end of June 1952. These will be added to the 40,000 women already in service, making a total goal of 112,000. The Department, however, will accept all qualified enlistees, and it will give them the same opportunity and promotion as the men with whom they serve.

The Women's Army Corps

In the Wac alone at least 18,819 more enlisted women and 925 officers are needed for thousands of critical jobs in this country and overseas—in Japan and Okinawa, in Germany and Austria, at SHAPE headquarters in Paris, and in our Caribbean outposts. Though about a fifth of the present corps is serving abroad, there are no Wacs in Korea, since their role is strictly noncombatant.

For enlistees from eighteen to thirty-four years of age who are high school graduates there are more than a hundred different types of assignments. Wacs serve in personnel and administrative fields, in the medical services, in communications, in supply, food service, finance, ordnance, and so on. Qualified women are given progressive training that may carry them to the top in the service and provide them with well-paying jobs later on in civilian life. This should appeal particularly to young women who are finishing high school and choosing careers, but others who have acquired work experience in industry are also urged to explore the possibilities of Wac service and its advantages to them.

During her basic schooling the Wac learns to take care of herself as a soldier, and these lessons will stand her in good stead when she returns to civilian life. She learns history in relation to the present international situation, first-aid and safety measures, and the requirements of good citizenship, in addition to specialized training for the particular job she's destined to hold.

A qualified enlisted woman between the ages of twenty-one and twenty-seven, if she has at least two years of college education, may go to Officers Candidate School and win the gold bars of a second lieutenant. For direct appointment as second lieutenant she must either hold a college degree or be a distinguished graduate of OCS.

Women in the Air Force

Like the Wac, the WAF is making special appeals to high school graduates from eighteen to thirty-four years of age. In the Air Force there are 556 special jobs, and all but 110 of them can be as effectively handled by WAF as by male personnel. Women now hold positions in more than half of these types of jobs. Gone is the time when it was thought that service women should be given only four kinds of assignments—as clerks, stenographers, telephone operators, and cooks. Today, after demonstrating outstanding ability during the last war, thousands of smart, blue-uniformed women are holding down important assignments as parachute riggers, cryptographers, intelligence specialists, plane dispatchers, weather observers, "blind" flying instructors, photographers, air traffic analysts, radio mechanics, chaplains' assistants, interpreters, and photo mapers. WAF's are now on duty at key air bases not only in the United States but in Germany, Japan, England, Italy, France, Hawaii, Okinawa, Guam, Panama, and Alaska.

As in the other services the basic and specialized training of the WAF is thorough, and she may use the knowledge she acquires for a satisfying career in civilian life. Her advancement to commissioned rank is limited only by her educational background and qualities of leadership.

The WAVES

The total personnel strength of the WAVES today is but a fraction of what it was during World War II. At present there are only 6,311 WAVES in service, yet 10,000 enlisted women and 1,000 officers are urgently needed.

WAVES serve in every type of naval shore establishment, including naval air stations, yards, hospitals, bases, and supply depots. Their jobs range all the way from general office work to specialized posts as electronic technicians, air controlmen, disbursing clerks, hospital corpsmen, parachute riggers, radio men, and many others. Though these women share vital responsibility with navy men, they are not employed in the heavy-duty types of job, nor are they eligible for shipboard assignment except on naval transports or hospital ships.

In the regular Navy the age requirement is from eighteen to twenty-six years, with the choice of a four- or six-year term of enlistment. Each year sixty qualified WAVE college graduates between the ages of twenty-one and twenty-five are selected for commissions as ensigns and are trained at the General Line School in Newport, Rhode Island.

The Naval Reserve Program also offers unusual opportunities for women today who are high school graduates between the ages of eighteen and forty-four. Officer commissions are currently available to women college graduates between twenty-one and twenty-seven to serve as ensigns in the Naval Reserve. Basic training consists of eight weeks of indoctrination schooling. Naval Reserve commissions in the medical corps, dental corps, supply corps, medical service corps, and other special categories are also open to women college graduates.

Women Marines

In the Marine Corps, too, there are many important jobs waiting to be filled by capable young women from eighteen to thirty-one years of age. Although during World War II more than 18,000 women served in the Marines, women in the corps now number 2,255 enlisted and 85 commissioned personnel. Through an intensive recruiting drive, however, it is hoped that within a few months several hundred more young high school graduates will become Women Marines.

A great many of them will use their abilities in aviation jobs within the United States. Their assignments will range from typing and clerical work to the recording of flight operations, plans, and schedules and keeping of the aircraft log books. Other Women Marines will operate telephone switchboards, radio setups, and teletype machines.

An unmarried college graduate between twenty-one and twenty-five may apply for admission into the commissioned ranks as a second lieutenant by way of the Women Officers' Training Classes held each summer at Quantico, Virginia.

Women's Medical Specialists Corps

This corps is composed of dietitians, physical therapists, and occupational therapists—three professions in which there is an acute shortage of fully qualified women. Standards for professional certification in all three fields are very high, and the small number of young women specialists is far below the demands for their services both in civilian and in military life. The Air Force alone is appealing for 145 more dietitians, 115 physical therapists and 60 occupational therapists. The fine contribution made by these specialists during World War II in the care and rehabilitation of the sick and wounded has underscored the continuing need of them in the present emergency.

The Nurse Corps of the Services

A desperate shortage of professional nurses exists throughout the armed forces. Today the strength of the Army Nurse Corps is only 5,230—to care for two hundred medical installations all over the world. Two thousand more nurses are needed immediately, and another two thousand by the Air Force, which is seeking to bring its strength to 4,700. The Navy is appealing for volunteers to man the twenty-five naval hospitals within the United States as well as overseas dispensaries and hospital ships and transports.

Recruits for all three services must be professional registered graduates from approved American schools of nursing. They must be citizens of the United States, over twenty-one and under forty-five. Most appointments in the Reserve are made in the grades of second or first lieutenant for the Army and Air Force and ensign or lieutenant (junior grade) for the Navy. Added professional experience and education may, as determined by reviewing boards, warrant a higher grade.

Here, then, are the nation's woman-power requirements—requirements that must be met by June of this year. Our country has been slow to recognize the part women can play in military readiness and national security. Having served efficiently and with distinction in World War II, however, women have become a permanent part of the national military establishment. And today, with manpower shortages increasingly evident in almost every professional and technical skill, any consideration of man-power in the broader sense must necessarily include woman power. Every woman in the United States is therefore urged to discharge her responsibilities to the national defense effort in the field for which she is best suited to give of her effort and her talents.

Nowhere is there a greater challenge to women's mechanical, administrative, and technical skills than in the armed forces. Nowhere else can the ambitious and energetic young woman who displays unusual skill and knowledge earn recognition more easily. Surely it is not too much to ask that women, with their infinite capacity for progress, should stand proudly beside their country's servicemen to contribute their share of service for freedom.

Woodrow Wilbert Morris, M.D.



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This is the fifth article in the preschool series of the "Building Healthy Personalities" study courses.

To the sympathetic parent or teacher there is no greater shared adventure than close and constant companionship with the mind of a young child in its rich development. To help provide plenty of the right kind of exercise for that mind is one of the greatest obligations we have during the priceless preschool years.

THERE IS probably nothing more fascinating in the whole study of psychology than the rapid growth and development of youngsters from birth through the age of about six. This preschool period is exciting partly because of the swiftness with which changes occur but partly too because of our own lack of precise knowledge about these changes. Those who work in the field of child psychology are constantly stimulated by the challenge to increase our store of accurate, dependable information about how children grow.

Perhaps, then, before we consider young and nimble minds we might quite naturally begin at the beginning and ask whether indeed the preschooler has

EXERCISE FOR

Nimble Minds

any mind at all. If he has, then we should be able to measure its capacity and the way it works. If he hasn't, what does he have?

As a matter of fact, many specialists in child psychology have suggested that when we give a preschool youngster a so-called intelligence test we probably are not measuring his intelligence at all. Why? The reason becomes clear if we sum up briefly the development of the infant in relation to his ability to behave "intelligently."

In the first place, a baby's brain is not completely formed and ready to function in everyday behavior until he is several months old. Second, his very important visual apparatus—by which he sees and reacts

to what he sees—is not fully ready for some time after birth. Third, because the newborn child spends most of his time for many months just lying down, he is unable to come into extensive contact with his surroundings. Finally, speech and the ability to use and respond to words come along comparatively late in his development.

These Four Come First

Obviously, therefore, we cannot discuss a child's intelligence without first making sure of these four points: (1) that his brain has reached a relatively full development; (2) that he is able to fix his eyes on his environment and hence become familiar with his surroundings; (3) that he is able to "rise up" on his legs and free his arms for the important purpose of actually touching his world; and (4) that his speech has developed to such a point that he can understand and use both spoken and written language.

What preschool mental tests tell us is not really the "intelligence" of the young child but the state of his neuro-visual-muscular-language development. They tell us this by means of certain kinds of test items that were devised by Dr. Arnold Gesell—for example, following an object with the eyes, grasping a cup handle, scribbling and drawing, and so forth. The way a child responds to each one shows his stage of growth and indicates also a highly significant fact: *Should this growth be normal and continue at a normal rate, then the child's intelligence, when measured later on by appropriate tests, will be equally normal (other things remaining constant, of course).*

Parents and teachers share greatly in this development of intelligent behavior. Parents play their part from the beginning, and teachers aid in the child's motor development and in his language development. Both have a vital role as all these phases of growth merge into what we call *adaptive behavior* or, as the child grows older, *personal-social behavior*.

Imitation is perhaps the most important kind of sharing that takes place in this unfolding process. Wherever he is, the child copies what he sees and hears around him. One little girl used to play a special game with her mother in which the mother would say "What are you doing?" Everyone enjoyed hearing this youngster ask spontaneously, at the age of twenty months, "What're you doing? I wunner what you're doing?" in exactly the same tone her mother used. Many a mother begins to see and hear herself for the first time when the querulous tone that creeps into her "discipline voice" is carefully imitated by her two-year-old as she in turn disciplines her doll.

The models a child has for this learning by imitation are of the greatest importance. From the age of two onward the play activities of little boys and girls will duplicate as faithfully as possible the behavior, gestures, and speech of the adults around them. A child is rude with the rudeness of the adults whom

he admires or courteous with the fine example of those whom he loves. He speaks clearly and distinctly, or he mumbles. He is neat or untidy, quiet or boisterous, truthful or sly according to his models.

Our lesson from this, our most intimate opportunity to share in the training of young minds, is that the best way to teach courtesy is to be courteous, both *before* children and *to* them. The best way to teach good English is to speak it to children while they are in this early learning period of language development. The best way to teach good attitudes toward health, toward authority, toward truth, and toward society is to have good attitudes ourselves, since children reflect the subtleties of our behavior as inevitably as they imitate our gestures and tones of voice.

Models for Maturity

The model for imitation, however, may not always be the parent. The rough profanity of a truck driver in the street may attract the child and prove irresistible. The actions of the neighborhood bad boy may create so much excitement that he appeals to all the other children as well worth imitating. Nor should a youngster be overly protected from such bad models, for they too are in his world. But the advantage is with his parents and his preschool teachers. They are his first and his most constant models. They have the balance of power in their favor, particularly if they are skillful enough, mature enough, and loving enough to make themselves effective in this capacity.

Language development is an especially good illustration of this point. From about the age of nine months the child's language patterns grow rapidly, and here a good model is extremely important. Learning this strange tongue becomes much easier if he hears words spoken slowly and clearly, particularly when they are closely associated with the object or action they designate. Baby talk, though a natural stage in language growth, need not be stressed. (Indeed it seems we learn much of this from the children anyway!)

In Touch with the World

Let us go back to the baby again to find out a little more about the early exercise of young minds. When his arms are freed because he can finally sit up, his sense of touch becomes of great significance. Through it he slowly learns to adapt himself to his surroundings. Even before this stage he has been occupied for some months with exploring the extent and shape of his own body, but the upright position enlarges his world immeasurably. He learns to perceive the size of objects, their shape and their weight, the distance between them and him. He learns eventually to manipulate them in order to reach some goal, such as to grasp a small piece of candy and carry it to his mouth.

And all these things that he has learned teach him about adapting himself to his world; they are closely related to intelligence. Gesell's studies of children playing with ordinary building blocks dramatically portray this aspect of growth. You may see it in a recent educational film entitled *The Embryology of Human Behavior* (International Film Bureau, 6 North Michigan Avenue, Chicago 2, Illinois).

Up to now the young child's exploring and touching and looking have been pretty impersonal, but the next stage brings him into the development of personal-social behavior—all the ways of behaving that show how a personality responds to other people. Here, for instance, we consider such things as personal likes and dislikes, prejudices, fears, and timidities.

Though feeding, fearing, fighting, and loving may perhaps be inborn impulses in every child, they are satisfied, deflected, thwarted, delayed, or otherwise modified by his environment and the people in it. This is why the partnership between parent and child and teacher and child so often brings conflicts.

Every child is above all an individual, with his own particular desires and interests. And the more he develops, the more numerous become his desires because he touches reality at more and more points. To fulfill those desires he tries to mold the world to suit himself. Yet on the other hand everything about that world seems to be aimed at molding him to fit the society in which he lives. Hence the conflicts—conflicts that are the very basis of mental life.

It is the resolving of such conflicts that is so important in the mental hygiene of childhood and in

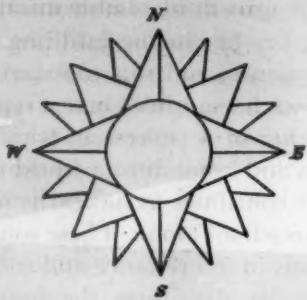
the continued healthy growth of nimble minds. How can it be done? The key lies in the building of self-reliance and independence, and this too starts early. Weaning the child from his mother's breast represents only the first beginning of a process in which he is weaned from parents and home into a world of playmates and friends. It continues as he learns to go to bed alone and later to school alone. These sound like very elementary lessons in self-reliance and independence, but psychologically they form the foundation for mature, cooperative adulthood, when social and emotional independence are completely won.

The best of all exercise for the young mind, therefore, is the natural, continuous use of the capacity to adapt itself to its surroundings and more especially to people. For out of this capacity come self-reliance and independence and with them the ability to work out conflicts between personal demands and the demands of the world outside. It is no easy task, as we all know, but it cannot be achieved at all without the constant encouraging example of those who have already negotiated the long road to maturity. Nothing truer can be said than that the model parent and the model teacher are those who afford the growing child proper models for maturity.

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Searchlights

and Compass Points

Reporting on the Narcotics Conference

ON NOVEMBER 17 thirty-five persons met in Chicago for an all-day conference called by the National Congress of Parents and Teachers to consider the problems involved in narcotics traffic. Twenty-five organizations were represented—among them church groups, government agencies, welfare associations, and youth-serving organizations. In an address given at the conference M. L. Harney, assistant commissioner of the Bureau of Narcotics, described the present upsurge in drug addiction, the work of law-enforcement agencies dealing with this problem, and the need for control over addicts. A summary of his talk and comments on it by the delegates follows:

Narcotics addiction is nothing new in the United States. Actually it is a problem of long standing. A previous sharp rise in the illegal use of drugs followed World War I, and during this outbreak in the early twenties heroin and morphine were available at twenty-five to fifty dollars an ounce. A few crooked doctors were writing prescriptions for narcotics by the scoopful. There were faked robberies of wholesale houses and large diversions of medical stocks into the underworld by the use of fictitious papers. Drugs were smuggled in by trunkloads.

Nor is the addiction of youth a new problem. The drug traffic among teen-agers in the 1900's led to the Harrison Narcotic Law in 1914 and later on to other federal and state laws. In 1919 a special committee reported that most of the heroin and cocaine addicts were young, many of them under twenty. After the early 1920's, however, addiction was generally confined to older persons. The youngster who took drugs was an exception and a curiosity.

By the end of World War II the drug traffic was at a low ebb—probably at the irreducible minimum. But soon afterward another outbreak occurred, drawing heavily on youthful victims.

Paths to Trouble

What factors lie behind the present outbreak? Why do we find ourselves with the problem of curbing a drug menace of considerable proportions? War is one factor; addiction thrives in the backwash of war. The problem is also linked with juvenile delinquency. The social and

economic influences favorable to delinquency are also favorable to drug addiction. Youthful drug addicts are found chiefly in large cities and in those areas of large cities where delinquency thrives. Apparently social disorganization—be it cause war or urban slums—accounts for much addiction. In general, too, the new addiction is confined to hoodlums or young rowdies.

Drugs, of course, are indispensable to dope traffic. True, the narcotics problem flourishes in the upheavals following wars; in certain areas of large cities where conditions are conducive to juvenile delinquency; and among youth who lack the strength to resist whatever attraction narcotics may have for them. But given these conditions, there can be no addiction without drugs.

Reductions in the field force of the Bureau of Narcotics also contributed to the present problem. These cuts were understandable during World War II, when the drug traffic subsided; but later when the traffic increased, the lack of personnel gravely hampered the Bureau. Recently Congress appropriated sufficient funds to build the Bureau's force to its peak prewar strength.

A similar development took place in local communities. When the drug traffic fell off, many cities disbanded or reduced local police forces organized especially for narcotics enforcement.

The laxity of the courts has been still another factor. In many jurisdictions there have been long delays in bringing cases to justice. Sometimes traffickers have been arrested several times before their first case came to trial. Then many of the courts veered from dealing vigorously with these racketeers. Relatively short sentences and general leniency became the rule.

Misinformation, too, has played a part in this problem. A study of marijuana made in New York City led to widely circulated notions that marijuana is relatively harmless. The fact is, marijuana introduces young people to narcotics and gives them a taste for drugs. When marijuana fails to produce the effect which users have come to expect, they go on to a stronger drug—usually heroin. Many young addicts who now take heroin started their drug careers with marijuana.

The present narcotics crisis is bound up also with a decline in respect for the old, homely virtues. Today, too

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many arm-chair criminologists and sociologists are busy taking the idea of willfulness and personal responsibility out of all criminal, immoral, and unethical conduct.

Finally, impressionable youths have been influenced by headliners in the entertainment world who have become involved in widely publicized drug cases.

Curbs Through Law

How can this menace be fought? Through effective enforcement facilities. Enforcement includes two important aspects: control of the narcotic drugs and control of narcotics addicts.

Control of the drugs involves international, interstate, and local traffic. Agreements or restrictions by producing countries must be respected. Enforcement by federal and local officials is essential. But police action is only part of law enforcement; it must be supplemented by effective court action. Without prompt, vigorous prosecution and without substantial prison sentences, police campaigns against narcotics will not be effective. There has been a recent tendency by many courts to mete out longer sentences. The recently enacted Boggs Bill, providing minimum mandatory sentences for second and subsequent offenders, has placed a powerful weapon in our hands.

We have gone a long way in establishing control of the drug. But in the second aspect of enforcement—control of the addict—we are still deficient. There must be compulsion and coercion if the narcotic addict is to undergo a cure. He will not undertake one voluntarily. There would be an empty ring in many of the hospital corridors at Lexington except that direct and indirect law enforcement pressures keep that population up.

Young people are drawn into addiction by persons in their own age group. True, the unspeakable professional peddler lurks in the background. But it is opportunity, experience, and avenue to drugs offered the teen-ager by his contemporary which is the immediate hazard. The young addict, and every narcotics addict, should be made a fugitive from a health officer. Public opinion must bring about laws or ordinances which will remove this contaminating influence from the midst of our youth.

In the discussion following this talk several delegates differed with some of the speaker's views. The sharpest differences centered on Mr. Harney's description of youthful addicts and on the question of longer sentences. The characterization of present-day victims as hoodlums or "young rowdies" drew a rebuttal from Lois Higgins, director of the Crime Prevention Bureau, a council made up of representatives of enforcement agencies in Chicago, the Chicago Park District, Cook County, the state of Illinois, and the boards of education of both the city and the county. Mrs. Higgins said:

I don't agree with Mr. Harney that people are hoodlums when they are arrested for narcotics addiction. I have seen too many boys and girls who are addicts. They are not hoodlums in the beginning. They become hoodlums later in an effort to support the drug addiction which is theirs.

Later Louis Jacobs, M.D., of the U.S. Public Health Service, gave his impressions of youthful addicts at the hospital in Lexington, Kentucky, one

of the two federal hospitals for narcotics addicts:

These youngsters are perhaps a little less mentally disturbed than the adults that come in who take drugs or alcohol. *They've* got marital troubles, failure troubles, or mixed-up personalities, but these kids are surprisingly—I am not going to say normal, but they are surprisingly less neurotic than other kinds we have been so accustomed to seeing. My work for the last two years has given me a pretty good picture of what a "junkie" is like when he comes from New Orleans, Detroit, and so on. But these kids are scared, mostly, and often pretty average in many ways.

Mr. Harney's plea for longer sentences and sterner courts drew a mixed response. Mrs. Higgins agreed with this point of view. The Crime Prevention Bureau, she said, has consistently urged stiffer state and federal penalties for peddlers, and some of its recommendations have been incorporated into law. Mrs. Higgins pointed out that a special narcotics court, established through the efforts of the Crime Prevention Bureau and operating under more stringent laws, has been hearing eleven hundred cases a month.

Hugh Reed of the National Probation and Parole Association, an agency that deals with correction, offered an opposing point of view. In his judgment long, mandatory sentences swiftly imposed are shortsighted. He had reservations also about the kind of justice that can be meted by a judge who hears hundreds of cases a day. Mr. Reed further remarked that years in jail do not necessarily make a man a more worthy member of society:

We have got to have scientific sentencing. For scientific sentencing you must have adequate pre-sentence study, so that the judge can sentence intelligently. We feel that addiction is primarily a medical and psychological problem, a treatment proposition. As far as peddling goes, we consider that to be an extremely serious offense. As such we think it is improperly handled in many cities. The municipal courts and police courts are known as "cash register justice." Where you have 250 or 350 cases before a judge in a day, he doesn't have time to consider the seriousness of the problem confronting the addict, and he doesn't have the facility to handle the peddler. In Chicago they can now give a man five years in the municipal courts. But he is going to come out of the city jail sometime, even though he is a peddler, and he will come out as bad as when he went in. All penologists know that after two years in prison you have done all the good for a man that you are ever going to do. If you keep him in for twenty years he is going to come out anyway—in worse shape. So we have reservations about long sentences being the only answer.

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Next month this report will continue with discussions of other phases of the narcotics menace. The specific recommendations outlined by the special National Congress committee formed to draft a plan of action for curbing illegal drug traffic will be included. For a review of a pamphlet on narcotics see page 40.

Building Healthy Personalities

STUDY COURSE OUTLINES

I. Preschool Children

Directed by Hunter H. Comly, M.D.
"Exercise for Nimble Minds" (page 29 of this issue)

Points for Discussion

1. Dr. Morris stresses the point that a very young child's "intelligence" cannot be directly measured. However, it can be estimated by evaluating his development at any given time. The ages at which he is able to hold up his head, recognize his mother's face, sit alone, build a tower of cubes, and so on provide landmarks from which we can plot his growth schedule. What experiences might a baby have during his first year that could temporarily affect this natural growth schedule? What about separation from his mother, a long illness, or blindness? Discuss.

2. What does our author mean when he speaks of "neuro-visual-muscular-language development"?

3. How do parents and teachers share in the development of a child's personal-social behavior? What counsel does Dr. Morris offer them concerning their part in this important phase of all-round growth?

4. Not only do preschoolers imitate the adults in their world, but they also imitate animals and inanimate objects. Three-year-old Jack, for example, liked to hold the kite string for his father when they flew their kite, but at other times he "became" the kite itself. He ran around the field, arms outstretched, and had his daddy reel him in on an imaginary string. Does this suggest any basic reason why children strive to imitate the world about them? Discuss.

5. When the young child begins to stand up and toddle about, he tends to put everything he can get his hands on into his mouth. If he can't move the object, he brings his mouth to it. What does this universal tendency tell us about the way runabout children come in contact with their world? What might happen to a child's curiosity if he should be punished for doing this? Suppose you find your baby chewing a piece of coal, apparently enjoying it. Is it likely to become a part of his regular diet? How else, at this stage, will he learn about his world?

6. In preparing a child for nursery school, what principles should we bear in mind as we help him take this step toward independence? What is the mother's role? The teacher's?

7. When four- and five-year-olds begin to bring home unpleasant slang words, certain phrases associated with going to the toilet, and so on, what should we do to reinforce our influence without making the undesirable models too attractive?

8. Suppose a child's parents or other adult models like to play teasing games with him, such as "Got Your Nose." Would these have any connection with the youngster's wish to "fool" people by telling fanciful stories? How might the presence of other children influence him to tell "whoppers"? What could his parents do to satisfy the needs struggling for expression? Could he be helped to "fool" adults in acceptable ways? What games could he play?

9. Conflicts, says Dr. Morris, are the very basis of mental life. Explain this statement, and give examples from your own experience. Would children become happier and more effective adults if conflicts between them and their world were minimized until they entered school? What part do self-reliance and independence play in the resolving of these conflicts?

Program Suggestions

This whole topic is not an easy one to explore. Some of the questions might well have several possible answers. Any type of discussion program, therefore, whether formal or informal, would require careful advance planning as well as additional reading. (*Infant and Child in the Culture of Today*, see next column, will be of special value.) If the discussion takes the form of a panel or symposium the entire study group should have a chance, before the meeting closes, to ask questions and express ideas. A nursery school teacher, a pediatrician, or a child psychologist would be an excellent professional consultant, or resource person.

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Films:

Write your nearest film library for a list of available films in the Gesell Child Development Series. *Life Begins* is a sixty-minute condensation of the entire series, which is distributed by Encyclopaedia Britannica Films, Wilmette, Illinois.

II. School-age Children

Directed by Sidonie M. Gruenberg
"Ways to Mental Health" (page 4 of this issue)

Points for Discussion

1. Parents today have good guides for the physical and nutritional care of their children, says Mrs. Turitz. But simple, practical principles of guidance in mental health are not so easily found or so readily defined. What does your group think of the author's three essential characteristics of people with good mental health? How might these help a parent to gauge his child's general emotional and social development? Do you feel that these three principles clarify the goals in life that you want for your child?

2. Accepting a child's hostile feelings is important in helping him to accept himself as a whole. How can parents let a child release his anger and resentment without feeling that they are giving in to his outbursts of emotion? What is the difference between indulgent tolerance of temper tantrums and acceptance of the deep hostility and anger that children need to express? How would the parents' own emotional maturity be an important factor in making these decisions? What valuable clues do we gain from the incident of the child and the nursery school teacher? What part of the child's anger did the teacher accept, and what evidences of it did she ask him to control?

3. Feeling right about other people and learning to meet the demands of everyday life are two of the three signs of good mental adjustment. In what ways does the home function as a laboratory for these experiences in human relations? Can normal family frictions offer some sound lessons in accepting oneself and getting along with others? Can the quarreling of brothers and sisters be handled so that parents and children face feelings honestly and work constructively to better them?

4. "A parent must be comforting, limiting, encouraging, disapproving, and loving" says the author, and she adds that it is very hard to assume the right role at the right time. Which of these roles (they all overlap!) would best meet the children's emotional needs in the following incidents?

• *Eleven-year-old Tom has failed to make the Midget Baseball Team after working very hard for it. That evening he is sullen and defiant. "I'm not going to bed till I'm ready, and I'm not going to do my homework," he says angrily.*

• *The six-year-old twins have been giggling and wrestling around the living room and have twice bumped into old Mrs. Lord, who has come for a cup of tea with Mother.*

• *"I hate you," sobs five-year-old Helen. "You're bad to go to the movies and leave me with Mrs. Brown!"*

5. "I don't see the sense in these modern ways with children," said Mrs. Anderson at her first study group meeting. "We've never had a day's trouble with our Jenny. We just nipped every bit of misbehavior in the bud, the minute it arose. Jenny's perfectly obedient and scrupulously clean, and she never goes near rough children. She's no trouble at all." Is Jenny a mentally healthy child? What price in initiative and spontaneity has she paid? What might it mean when a child keeps herself scrupulously clean? Is Jenny learning to feel right about others and to be comfortable about herself? How would you help this mother to see Jenny's problem in terms of Mrs. Turitz's description of a mentally healthy person?

6. Some parents help their children toward mental health without ever learning how to do it from others. Most of us, however, need all the help and guidance that our communities have to offer. What family services are available in your town? What counseling service or family agency is available or near by? Is there a guidance department in your schools for children who need help? What is being done to prevent juvenile delinquency and to help delinquents?

Program Suggestions

It might be a good idea to open the program with a discussion of point 6. Invite a staff member of your family service agency to talk to the group, perhaps citing a case history that demonstrates the importance of the home and family atmosphere to the mental health of children. This speaker might also discuss the strengths and weaknesses of the family, pointing out the importance of a sound knowledge of child development and of ourselves as parents.

If your community does not have a family agency, ask some other welfare agency, your Community Chest and Council, or state or local mental health groups to suggest a resource person for your meeting who has had training in family problems. After a general discussion of Mrs. Turitz's article this person can focus the group's thinking on the goal of an alert community, one that will demand more and more guidance toward good mental health for its children.

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Films:

See the account of a new pamphlet, *Motion Pictures for Mental Health Programs*, on page 36, column 1.

Note: This study program was prepared by Mary K. Jones of the Child Study Association of America.

III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant
"Barriers to a College Education" (page 11 of this issue)

Points for Discussion

1. Most Americans take it for granted that every high school graduate whose family can afford it would profit by a college education. Is this true? What is meant by the phrase "college material" as applied to a young person?

2. Aside from the question of money, what would you say are the main barriers to a college education for most boys and girls? What can parents and school counselors do about each?

3. Parents who plan to send their children to college should begin early, says Dr. Booker, to prepare them for the experience. In the case of each of the following college freshmen, wherein did home or school fall down?

- *Edit is so homesick she can't study and has no interest in college life.*
- *Tom loves college but studies only at examination time.*
- *David spends every evening studying and takes no part at all in athletics or other out-of-class activities.*
- *Norma has a date every evening.*
- *John cannot decide what he really wants to study. He enrolls in one course, then petitions to drop it and take another one.*
- *Charles thinks his life is ruined when he gets a low mark.*

4. One all too common barrier to a college education is lack of information about the many different kinds of schools and colleges open to high school graduates. What schools in your state, for example, offer specialized training in such fields as agriculture, art, business, or engineering? What is the difference between a college and a university? A state teachers' college and a college of education? What colleges follow a cooperative work-study plan of education? What are the particular advantages of a junior college? What is a community college?

5. At what point in a child's education should he and his parents investigate college entrance requirements? When would it be a good idea to find out the educational requirements of various possible careers? How might parents and children obtain all this information most easily and quickly?

6. Janet plans to become a secretary when she has finished college. She lives in a large city, attends a huge high school, and has never lived away from home. She is a mature, intelligent girl, and her parents can afford to send her to college. Draft a list of questions she should be able to use in selecting the right college. Consider her personal needs, her vocational needs, and the cultural advantages that would be desirable for her own enrichment and enjoyment.

7. Paul is valedictorian of his high school class, but he can't decide what to do about his future. He is seventeen and gifted in science, especially physics and chemistry. He wants to go to college, but his family cannot afford to send him. The president of a chemical manufacturing firm has offered Paul a job in the shipping room, promising him every opportunity for advancement. What should Paul do? America needs thirty thousand more graduate engineers, chemists, and physicists every year. But what is America doing to discover the Pauls among its high school graduates and make sure that society will benefit from their talents?

Program Suggestions

You might start with a brief introduction to this topic by a high school guidance counselor, a dean or registrar from a near-by college or university, or an educator who has made a study of success and failure in college work. Your guest could then take part in a general discussion of the foregoing points, perhaps adding from his experience certain anecdotes about boys and girls who faced and solved the problems of a college education. Special emphasis should be given to point 7. The program might conclude with a report by a member of the group on the two-volume work listed below, *Scholarships, Fellowships, and Loans*. Its author discovered that hundreds of aids, amounting to many thousands of dollars, go unused every year because students do not know about them.

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Motion Picture Previews

DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 14 years

Navajo—Lippert. Direction, Norman Foster. This sensitive study of a small Indian boy caught between two worlds won a distinguished award at the Edinburgh Film Festival. The child strongly feels his Indian heritage, expressed as it is in poetic imagery, in immediate terms of earth and sky, with good or evil whispered by spirits through the winds. His gentle foster father has told him of the wars between white and Navajo, and he sees in the white men's insistence on his attending school the same persecution to which his ancestors succumbed. Black-and-white photography.



Francis Kee Teller as "Little Son of the Hunter" in **Navajo**.

white photography of the rock canyon and the mesas is outstanding. The acting is genuine and sincere, especially that of "Little Son of the Hunter." The Indian children (related in the same way in real life) are all fine and believable, and numerous authentic Navajo customs and beliefs are interwoven naturally through the picture. Serious and moving, this drama points the way to a new kind of Indian story vastly removed from the commonplace melodrama of pioneer warfare. Cast: The Francis Kee Teller family, John Mitchell, Billy Draper. Adults 14-18 8-14 Excellent Excellent Excellent Excellent

Slaughter Trail—RKO. Direction, Irving Allen. Beautifully photographed and well-directed, this ballad type of melodrama is a fresh and attractive variation of the usual western picture. Verse after verse of the lilting, folksy tune *Hoofbeat Serenade* (sung very pleasantly by Terry Gilkyson), is dramatized upon the screen. The story tells how a Navajo chief demands that three white bandits imprisoned in an American fort be punished by death for the murder of two Indians. He is refused by a cavalry captain, who insists that they be judged by "white man's law." The Indians attack the fort and in the ensuing battle kill the bandits, whereupon they immediately withdraw. The meaning of justice as seen by both the Indians and the

"WHERE MAY I secure reliable information about mental health films? Where can these films be obtained?" are two questions often asked by P.T.A. leaders throughout the nation. A new sixty-seven-page booklet prepared by the National Institute of Mental Health in cooperation with the Health Publications Institute describes the fifty-two most widely used films in the field of mental health.

In his Foreword, Robert H. Felix, M.D., director of the National Institute of Mental Health, points out that today "nearly everyone in the field of psychiatry and mental health recognizes the pressing need for audio-visual tools." He continues:

We need these tools to channel the activities of many lay groups who are aware of the importance of mental health but who are not clear as to what they can do to organize facilities and services in their communities. We need these tools to change deeply entrenched attitudes of superstition, fear, and misunderstanding about mental illness. And finally, we need audio-visual aids as a vehicle for distributing mental hygiene information that will help millions to live better and more productive lives.

Suggestions in the Introduction to the booklet apply equally well to the use of all 16mm educational films and are presented here for the information of leaders who plan to use films on P.T.A. programs.

A good mental health film should be interesting—often exciting—and sometimes amusing. All mental health films are produced for a specific purpose, and that is to help people find better understanding of mental and emotional problems. They are not made to be used as "fill ins" or just to be "shown," but to be integral parts of planned programs.

For the program chairman the following points are suggested:

1. Select the topic carefully. Is it important to your audience?
2. Plan your program to include plenty of time for discussion, especially questions and comments by the audience.
3. Select a good discussion leader; preferably someone with professional qualifications and understanding of the topic; certainly someone who knows how to start people talking and thinking together.

The writer strongly recommends that the discussion leader preview the film before the meeting:

At the meeting, the discussion leader may give a brief introduction, to let the audience know more or less what to expect and watch for. After the showing, the leader may either summarize the main points or just start the audience asking questions and giving their own reactions. Remember, a good mental health film teaches not only by imparting facts, but also through its emotional impact. Rather than giving all the answers, it tries to make people start thinking in new ways about new ideas. The discussion leader probably can't answer all the questions either; but, by using the film as an aid, he can help people begin to think things through for themselves.

Motion Pictures for Mental Health Programs may be secured from the Health Publications Institute, 216 North Dawson Street, Raleigh, North Carolina, for fifty cents a copy. P.T.A. leaders should be able to obtain many of the films listed in this booklet from their state university or state college film library.

—BRUCE E. MAHAN

white men is clearly portrayed. Cast: Brian Donlevy, Gig Young, Terry Gilkyson.

Adults 14-18 8-14
Good Good

Better than average western

FAMILY

Suitable for children if accompanied by adults

Bennerline—MGM. Direction, Don Weis. A fast-paced, entertaining story in which a great deal of timely crusading zeal is mingled with sentimental pathos, humor, and young love. To the rousing words "His truth is marching on" a testy old schoolteacher (Lionel Barrymore) on his deathbed eloquently preaches what he has doggedly fought for all his life—an honest community, free from gangsters and political graft. A former student, now cub reporter on the town's paper, persuades his boss to print, just for the old man, an extra front page headlining all the reforms he had dreamed of. The resulting complications are not ended until the gangsters are driven from the community. Especially well stated is the fact that the benevolent head gangster, played ingratiatingly by J. Carroll Naish, is accepted by an apathetic citizenry who permit him to rule them like any despot of the Middle Ages. Cast: Keefe Brasselle, Sally Forrest, Lionel Barrymore, J. Carroll Naish.

Adults 14-18 8-14
Good Good

The Barefoot Mailman—Columbia. Direction, Earl McEvoy. A slight, homespun melodrama gains substance from its background—southern Florida in 1890, when the postmen walked from Palm Beach to Miami along a route made hazardous by attacks of roving beachcombers. As the picture opens a handsome, dandified young gambler comes to investigate a piece of property he has won in Miami and stays to get his hands on the community's savings. The story includes an exciting underwater fight with alligators, colorful square dancing, and the usual love interest. However, the fact that the charming gambler goes scot-free detracts from the wholesomeness of the film for young people. Cast: Robert Cummings, Terry Moore.

Adults 14-18 8-14
Fair Yes

A Christmas Carol—United Artists. Direction, Brian Desmond Hurst. In this somber version of Charles Dickens' classic the avaricious Scrooge is given a new characterization by the veteran English actor Alastair Sim. Because the tale has become traditional Christmas fare, we moderns are wont to place more stress upon the positive elements—the gallantry and pathos of Tiny Tim, the warm and happy relations of the Cratchit family even in direst poverty, and above all the glow and exaltation surrounding their holiday feast. For that reason the picture's emphasis upon the fantastic and macabre may not appeal to some. Students of literature, however, will find this production, with its strong Dickensian flavor, very interesting. Cast: Alastair Sim, Kathleen Harrison.

Adults 14-18 8-14
Fair Too mature for young children

Elopement—20th Century-Fox. Direction, Henry Koster. Clifton Webb abandons the role of Mr. Belvedere to become the dapper father of a talented college girl. He retains, however, much of the "great man's" bombast (which gets some delightful pinpricks) while he trains his daughter to follow in his footsteps as an architect—until a sudden elopement threatens to change his carefully laid plans. A bright script, gay humor, and skillful direction combine to make this an entertaining comedy. Cast: Clifton Webb, Anne Francis.

Adults 14-18 8-14
Good Good

Favorite Spy—Paramount. Direction, Norman Z. McLeod. In the familiar role of the lovable coward coerced into heroic deeds, Bob Hope plays a burlesque comic compelled to impersonate an international gambler whom he mysteriously resembles. (He should, since he also plays this role.) In order to get in touch with an important spy ring and obtain two rolls of microfilm, he is flown to Tangiers. Hedy Lamarr is the double-crossing decoy who is hired to take the film from him. The scenes where the two of them flee from counter spies in a fire truck are by far the most hilarious. Cast: Bob Hope, Hedy Lamarr.

Adults 14-18 8-14
Good Hope comedy Good

Flame of Arabia—Universal-International. Direction, Charles Lamont. An *Arabian Nights* type of tale with lavish, colorful settings and fanciful costumes. The fastest wild stallion in all Arabia is being sought by a handsome Bedouin and a fiery young princess. He wants the mighty black steed for himself; she needs the horse to outrun the swift horses of the evil, red-

bearded Barbarossa brothers in a race that will determine whom she is to marry. Cast: Maureen O'Hara, Jeff Chandler.

Adults 14-18 8-14
Good

Golden Girl—20th Century-Fox. Direction, Lloyd Bacon. A gay, delightful musical tells of Lotta Crabtree, California's famous daughter. Upon the thread of her personal story her gilded stage triumphs from San Francisco to New York—including many picturesque mining towns—are triumphantly strung. Mitzi Gaynor, as Lotta, dances and sings beguilingly. Quaint sets, pretty costumes, and pleasant music enhance a wholesome and entertaining film. Cast: Mitzi Gaynor, James Barton, Dennis Day, Dale Robertson.

Adults 14-18 8-14
Excellent

The Guest—20th Century-Fox. Direction, Harvey Foster. Simplicity and sincerity of purpose give dignity to this parable-like short film based on Tolstoi's *Where Love Is, God Is*. A shoemaker who hears a voice promising him that God will visit him makes eager preparations but finds the promised day filled only with the petitions of the needy and sick to whom he gives aid. Originally a 16mm film, this excellent picture was remade into a 35mm film in order that it might be shown in commercial theaters. Cast: David Wolfe, Warner Anderson.

Adults 14-18 8-14
Good

Honey Chile—Republic. Direction, R. G. Springsteen. In this slapstick, hillbilly farce Judy Canova does everything—sings, dances, takes care of children, outwits crooks, and wins a chuckwagon race. From the point of view of wholesome entertainment for young people, incidents dealing with embezzlement, gambling, and other shady activities, even though not to be taken seriously, might well have been omitted. Cast: Judy Canova, Eddy Foy, Jr.

Adults 14-18 8-14
Matter of taste Matter of taste

Hong Kong—Paramount. Direction, Louis R. Foster. A routine melodrama whose title might just as easily have been *Calcutta, Singapore, or Casablanca*. There are the same menacing voices, the same smooth, inhuman Oriental thieves, the same gem-studded idol causing the same stabbings, shootings, chase, and miraculous rescue. Redeeming features are colorful photography and the lovable characterization of the Chinese child by Danny Chang. Cast: Ronald Reagan, Rhonda Fleming, Danny Chang.

Adults 14-18 8-14
Mediocre

I Want You—RKO. Direction, Mark Robson. This is the warm, straightforward story of an average American family facing up to war. Skillfully woven into a picture whose small-town settings are as familiar as apple pie, as natural as the community down the highway, are the varying reactions of father, mother, wife, and sweetheart and the relations of brother to brother, employer to employee, veteran to raw recruit. The simple plot is concerned with the family's slowly growing awareness of the meaning of loyalty and patriotism through the necessity of making individual decisions and assuming responsibilities. A poignant drama, directed and acted with restraint and dignity. Cast: Dana Andrews, Dorothy McGuire.

Adults 14-18 8-14
Good

Purple Heart Diary—Columbia. Direction, Richard Quine. The activities of professional entertainers who flew from one Pacific military base to another during World War II are described in this story of Frances Langford and her troupe overseas. Cast: Frances Langford, Lyle Talbot.

Adults 14-18 8-14
Fair

Quo Vadis—MGM. Direction, Mervyn LeRoy. Through three hours of spectacular drama the physical setting (if not the spirit) of the Roman Empire during the reign of Nero are fabulously reproduced. Roman street scenes, with glittering parades and festivals, resplendent feasts in wealthy homes, the voluptuous and decadent court of Nero, the tremendous stadium in which the Christians are fed to the lions, the burning of the great city—all the classic incidents of fictionalized history are here. But the mob scenes, though "colossal," are somehow static, the characters one-dimensional, the story oversimplified. Dialogue is dull to the point of banality, and the story of the Christians is told too flatly, too literally, with no sense of wonder or exaltation. A great deal of footage is given to the mouthings of the mad Nero. Cast: Robert Taylor, Deborah Kerr.

Adults 14-18 8-14
Fair

The Tanks Are Coming—Warner Brothers. Direction, Lewis Seiler. A documentary type of picture, made under the supervision of the Department of Defense, dramatizes the heroes of the Tank Division and the important role they played in World War II. The story is mainly concerned with the adventures of one tank's crew, describing their relations with one another and their united feeling of antagonism for their tough sergeant as they battle their way through ravaged France and Belgium to their ultimate goal in Germany. Eventually their dislike and misunderstanding of the sergeant disappear as they realize they owe their lives to his training. Dialogue is stilted, but other production values are good. Cast: Steve Cochran, Philip Carey.

Adults 14-18 8-14
Good Yes

Too Young To Kiss—MGM. Direction, Robert Z. Leonard. Van Johnson and June Allyson team up to deliver a pleasantly frivolous comedy, punctuated with delightful bits of piano playing. When a talented young pianist fails to win an audition with a famous agent, she enters the children's tryouts. She looks very fetching and convincing as a twelve-year-old, and her playing astounds the handsome young agent. The plot, although not unusual, is handled deftly and entertainingly. Cast: Van Johnson, June Allyson.

Adults 14-18 8-14
Good Yes

Week End with Father—Universal-International. Direction, Douglas Sirk. A lively farce about a young, beautiful widow with two small but energetic sons, and a widower who possesses two young but quite sophisticated daughters. Their chance meeting at the train on which all the children are leaving for summer camp develops into a romance and engagement. The precocious maneuvering of the wily youngsters plunges the parents into many scrapes—and pulls them through. The acting, particularly on the part of Gigi Perreau, is well done. But even such a broad farce as this would be vastly more interesting if just once the children had received their comeuppance. Cast: Van Heflin, Patricia Neal, Gigi Perreau.

Adults 14-18 8-14
Fair Fair

Westward the Women—MGM. Direction, William Wellman. The dusty trek of a wagon train of courageous, husband-hunting women across the wild plains of the Middle West makes an engrossing, exciting melodrama. For one reason or another—punishment by death for breaking rules or escape by running away—the few men hired to run the wagon train disappear, leaving only their hard-bitten guide, and the grueling, dangerous work falls on the women. (It is debatable whether deeply religious women in that age would give their best efforts to the brutal challenge the guide offers.) Their tough, hard-won vigor melts away, however, and it is with roses in their hair that the two thirds who survive draw close to the settlement where their prospective bridegrooms await them. Cast: Robert Taylor, Denise Darcel.

Adults 14-18 8-14
Good Yes Mature

ADULT

The Bridge—20th Century-Fox. Direction, Hugo Haas. Hugo Haas writes, directs, and stars in a mawkish melodrama stuffed with old-fashioned clichés and saturated in a musty, sentimental European atmosphere. The film is morbid and unwholesome. Cast: Hugo Haas, Beverly Michaels.

Adults 14-18 8-14
Matter of taste Poor No

Double Dynamite—RKO. Direction, Irving Cummings, Sr. Groucho Marx is constantly trying to light the fuse to this heavy farce. It flares briefly when he is on the screen but is smothered by the stilted, colorless acting of the other members of the cast. Cast: Frank Sinatra, Jane Russell, Groucho Marx.

Adults 14-18 8-14
Mediocre Poor No

The Man with a Cloak—MGM. Direction, Fletcher Markle. A star cast gives interest to this slow-paced period melodrama. The plot centers around a strange, poetic figure who remains a mystery until the end. He comes to the rescue of a young French girl, who is in America to beg funds for the Republic from her fiancé's wealthy but infamous uncle. Situations hang loosely together with much of the drama expressed in conversation, which, like the characterizations, is oversimplified and heavy. Clues to the identity of the cloaked figure (i.e. his solving of a mystery in which a raven plays the key role) make the re-

vealing of his name vaguely reminiscent of a helpful radio quiz. Cast: Joseph Cotten, Barbara Stanwyck, Louis Calhern, Leslie Caron.

Adults 14-18 8-14
Fair Yes Poor

The Racket—RKO. Direction, John Cromwell. Can it be that the swan song of the old-time gangster hero is sung in this smooth, entertaining crime film? True, he occupies the coveted spotlight, but behind him a new type of criminal organization, nonviolent and big business-like, casts its sinister shadow. ("Never do anything in anger," says the syndicate henchman. "It's a thing of the past.") The law, represented by Police Captain Robert Mitchum, seems dejected, almost defeated by all this. One gathers that he and his assistant are just about the only honest policemen in the world, but also, unfortunately, in getting their man they find it necessary to stoop to some of the sharp practices of the gangsters. Cast: Robert Mitchum, Elizabeth Scott.

Adults 14-18 8-14
Good Yes Poor

Red Mountain—Paramount. Direction, William Dieterle. Quantrell, the Civil War guerrilla fighter, rides again. This time he draws a chivalrous southern officer into the maelstrom of his brutal butcheries. This is melodrama—bloody, violent, pointless. Most cogent are some of Quantrell's own biting observations on the hypocrisy of "gentlemen's warfare." Cast: Alan Ladd, Elizabeth Scott.

Adults 14-18 8-14
Poor No

South of Caliente—Republic. Direction, William Witney. A Roy Rogers gangster-western deals with the theft of a van of thoroughbred horses and their recapture after considerable fighting and killing. Scenes of brutality make this a poor picture for children. Cast: Roy Rogers, Dale Evans, Pinky Lee.

Adults 14-18 8-14
Western fans Poor

Ten Tall Men—Columbia. Direction, Willis Goldbeck. The French Foreign Legion forms the background for this noisy, slap-happy adventure tale of a larger than (comic) life sergeant, played with great gusto by Burt Lancaster, and a group of his swashbuckling men. It includes the kidnaping of a lively and beautiful Riff princess, a mad chase across the desert, constant intrigue, scrapping, and fighting. Cast: Burt Lancaster, Jody Lawrence.

Adults 14-18 8-14
Fair Yes

Two Tickets to Broadway—RKO. Direction, James V. Kern. The efforts of a group of young people to break into television give opportunity for a display of the songs, dances, and vaudeville typical of the routine musical comedy. Unimaginative script and direction, plus occasional lapses from good taste, make this one mediocre. Cast: Tony Martin, Janet Leigh.

Adults 14-18 8-14
Poor Poor

The Unknown Man—MGM. Direction, Richard Thorpe. An absorbing crime film so skillfully produced and so pretentiously written that it may mislead viewers into thinking of it as serious drama. We are accustomed to western vigilantes or modern gangsters taking the law into their own hands, but when an honest, highly respected citizen commits the same sort of acts in the name of higher justice we are properly perplexed. The play has to do with a highly idealistic lawyer to whom "justice is my religion." Shocked to learn that he has successfully defended a guilty person he goes to "get" the boy murderer and evolves a truly horrifying scheme whereby they both can die. Excellent production and poor moral values. Cast: Walter Pidgeon, Barry Sullivan.

Adults 14-18 8-14
Poor Poor

Young Scarface—Boultting Brothers. Direction, John Boultting. In this harsh, grim picture, made in England and based on Graham Greene's *Brighton Rock*, techniques are not elaborate, but the concentration of bitter, joyless hate and depravity seen in the seventeen-year-old gangster make the usual swaggering racketeer seem a papier-mâché gun prop. Intense and utterly ruthless, he lives in a cold world of self-delusion, as if possessed, and this effect is curiously heightened by the religious twist at the tragic end. One's chief interest in the film is not so much in the description of criminal activities as in the terrifying characterization of a boy in whom every scrap of love or tenderness has been crushed. Cast: Richard Attenborough, Hermione Baddeley.

Adults 14-18 8-14
Good of its kind Poor No



Poetry Lane

Silver the Wind

Silver the wind, Moon!
He blows and brags of might;
he bangs and roars and clutches,
crashing through the night.
Silver the wind, Moon!
Give substance to the rush
of darkness hurtled through the
frightened underbrush.
Silhouette the wind!
His swift embrace is wrapped
around the tallest trees and
tender limbs are snapped.
Deny him shield of darkness.
Keep your floodlight pinned
upon each lusty lunge, Moon.
Silver the wind!

—FLETA NEWLIN

Winter

I know it's winter when the sun comes late,
And chores are done when I can't see
Beyond the pasture gate.

The cows are warm and steamy
As they pass,
And icy whiskers
Tinkle in the grass.

—ANNA H. HAYES

The Jigging Aunt

She jigs and jigs with a thump and a thwack
Of high-heeled slippers on carpet or floor.
She sings a jig tune, arches her back,
And laughs till her breath won't come any more,

While everyone runs either up or down stair
To see the jigging aunt with flying red hair
And everybody yells and claps with delight
To have such an aunt—with the heart of a sprite.

—DOROTHY HARRIMAN

Small Boy vs. Kitten

Too young for caution who have known no fear
They eye each other; the smallest one pretends
Nonchalance; a damp paw smooths an ear
While the other pants with longing to be friends.
A scuffed brown shoe stirs dirt up in a cloud.
Startled, the furry ball is lean in flight.
This chubby stranger is a little loud;
Green eyes look down from undisputed height.
As one who gives up what he cannot grasp;
The small boy turns his gaze to other things.
On the tree trunk is the quiet rasp
Of tiny claws. Mid-afternoon sun swings
Over two sprawled defenseless; when they rise
They will see each other with familiar eyes.

—ELEANOR ALLETTA CHAFFEE

Child Reading Braille

Cold music
For the heart is here,
Where she parts giant reeds
To that sun-sprinkled clearing
Of her jungle's lasting night.
Quick coral-pink fingertips possess
The thrill of dawn,
As with lips distended wide
About her perfectly aligned
White rows of baby teeth,
Her lovely, curly head
Thrown bravely back,
New light shines from
Her sightless eyes
Now opening on
A fairer world than one she knew.
Tiny wrinkles round her nose
Reveal the starting ripples
Of a smile,
And up then from our
Shadowy-tangled soul, our own smile
Eagerly leaps too,
Discovering and lighting up
An eager prayer of heartfelt thanks
For the most merciful adroitness of
Man's brain.

—EDWARD MCNAMEE

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Angels in the Outfield—Good for all ages.
Arizona Masthead—Mediocre for all ages.
Banana Town—Children, yes; adults, western fans.
Cyclone Fury—Young children, good of its type; older children and adults, western fans.
The Day the Earth Stood Still—Excellent for all ages.
The Earth and Its People—Young and older children, excellent; adults, very good.
Jungle Manhunt—Poor for all ages.
Nature's Half Acre—Excellent for all ages.
Rodeo King and the Sonora—Good for all ages.
Snake River Desperadoes—Good western for all ages.

Family

According to Mrs. Hoyle—Children, poor; adults, mediocre.
Across the Wide Missouri—Good for all ages.
Adventures of Captain Fabian—Young children, yes; older children and adults, fair.
An American in Paris—Young children, mature; older children and adults, excellent.
The Cave of Outlaws—Young children, commonplace; older children and adults, western fans.
Close to My Heart—Young children, yes; older children and adults, good.
Clouded Yellow—Young children, tense and mature; older children and adults, excellent of its type.
The Desert Fox—Young children, yes; older children and adults, good.
Disc Jockey—Young children, yes; older children, good of its type; adults, fair.
Drums in the Deep South—Young children, yes; older children and adults, fair.
Family Secret—Young children, mature; older children, yes; adults, fair.
Force of Arms—Young children, yes; older children and adults, very good.
Havana Rose—Children, yes; adults, mediocre.
The Highwayman—Young children, yes; older children and adults, fair.
Hot Lead—Young children, poor; older children and adults, mediocre.
Jim Thorpe—All American—Excellent for all but young children.
The Kid from Amarillo—Young children, poor; older children and adults, routine western.
Lady from Texas—Young children, yes; older children, good; adults, good western.
Lotus—Young children, possibly frightening; older children and adults, good.
The Lovender Hill Mob—Young children, mature; older children and adults, excellent.
Love Nest—Young children, of little interest; older children, yes; adults, fair.
The Magic Carpet—Young children, poor; older children and adults, mediocre.
Meet Me After the Show—Good for all ages.
Mr. Belvedere Rings the Bell—Young children, fair; older children and adults, good.
Mr. Peck-a-Boo—Young children, yes; older children and adults, fair.
No Highway in the Sky—Young children, yes; older children and adults, good.
On Moonlight Bay—Very good for all ages.
Painting the Clouds with Sunshine—Young children, of little interest; older children and adults, fair.
People Against O'Hare—Young children, mature; older children and adults, good.
The Red Badge of Courage—Young children, yes; older children and adults, good.
Rhubarb—Good for all ages.
The River—Young children, mature; older children and adults, excellent.
Saturday's Hero—Young children, yes; older children and adults, good.
The Son of Dr. Jekyll—Young children, tense; older children, yes; adults, fair of its type.
Submarine Command—Young children, yes; older children and adults, good.
Texas Carnival—Young children, poor; older children and adults, fair.
This Is Korea—Young children, tense; older children and adults, excellent.
Tom Brown's School Days—Children, poor; adults, fair.
The Well—Young children, mature; older children, yes; adults, a good message.
When Worlds Collide—Mediocre for all ages.
The Whistle at Eatas Falls—Young children, mature; older children and adults, excellent.

Adult

Anne of the Indies—Young children, no; older children and adults, poor.
Behave Yourself—Poor for all ages.
Blue Veil—Young children, no; older children, poor; adults, according to taste.
China Cressin—Poor for all ages.
Come Fill the Cup—Young children, poor; older children and adults, fair.
Criminal Lawyer—Young children, no; older children and adults, poor.
Darling, How Could You?—Young children, poor; older children, yes; adults, fair.
David and Bathsheba—Young children, mature; older children, good; adults, excellent.
Detective Story—Young children, mature; older children and adults, excellent.
The Golden Horde—Young children, poor; older children and adults, fair.
Here Comes the Groom—Young children, poor; older children and adults, fair.
His Kind of Woman—Young children, no; older children and adults, poor.
Hurricane Island—Poor for all ages.
The Lady Pays Off—Young children, no; older children and adults, poor.
The Law and the Lady—Young children, mature; older children, fair; adults, good.
Let's Make It Legal—Poor for all ages.
The Magic Face—Young children, mature; older children and adults, very good.
Meet Danny Wilson—Young children, no; older children and adults, poor.
A Millions for Christ—Poor for all ages.
The Mob—Young children, mature; older children, yes; adults, good of its kind.
Oliver Twist—Young children, no; older children, mature; adults, excellent.
On the Loose—Young children, no; older children and adults, poor.
Pardon My French—Poor for all ages.
People Will Talk—Young children, mature; older children and adults, entertaining.
The Raging Tide—Good for all ages.
Reunion in Reno—Young children, no; older children and adults, poor.
The Sea Hornet—Poor for all ages.
Silver City—Children, poor; adults, western fans.
The Strange Door—Poor for all ages.
A Streetcar Named Desire—Young children, no; older children, mature; adults, excellent.
The Strip—Young children, poor; older children, yes; adults, fair.
Tomorrow Is Another Day—Poor for all ages.
Whip Hand—Young children, no; older children and adults, poor.
Yukon Man Hunt—Poor for all ages.

Books IN REVIEW

FACTS ABOUT NARCOTICS. By *Victor Vogel, M.D.*, and *Virginia C. Vogel*. Chicago: Science Research Associates, 1951. 40 cents.

Narcotics addiction is an old malady that is finding more and more victims among young people. Many of these victims do not realize what they are bringing upon themselves when they take the first fateful step toward addiction. Of these the Vogels have written. "No neophyte should be able to say, 'I didn't know.'"

This pamphlet, designed for use in high school, sketches the historical background of narcotics. It describes the addicting drugs, their effect on users, reasons for addiction, and methods of treatment. It also outlines laws and international agreements to bring the drugs under control. An instructor's guide accompanies the booklet.

The Vogels can write knowingly of their subject, for Dr. Vogel is the medical officer in charge of the U.S. Public Health Service Hospital at Lexington, Kentucky, and his wife is president of the board of directors of the Lexington-Fayette County Mental Health Service.

It isn't easy to strip a subject like narcotics of sensationalism, especially at a time when the appalling increase of youthful victims is so very much in the public mind. Yet the Vogels have succeeded not only in avoiding this pitfall but in writing a sound pamphlet that can be used with confidence. It is recommended as an aid in helping young people, their parents, and their teachers meet as grim a foe as we have ever known, teen-age drug addiction.

INFANT CARE. Children's Bureau Publication No. 8. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C., 1951. 20 cents.

A government best seller now in its ninth edition, this book is sometimes called "the mother's bible" or simply "the book." *Infant Care* has served parents since 1914—almost forty years. It has been translated into eight languages. Requests for it have come from Nigeria, and dog-eared copies have turned up in remote Chinese villages.

The book is a guide to the care of children from birth till their first birthday. It is written for parents—especially parents caring for their first baby. In simple language it tells how to bathe, dress, and feed a baby and what to do in case of illness or accident. But the book does not stop here. It also tells how to meet the emotional problems that a new baby may bring. These problems often involve the whole family—mother, father, older brothers and sisters, and baby, too. The illustrations are particularly well chosen.

Ideas on child care have changed since the 1914 edition. The new edition brings together those that are most widely accepted today. In planning it consultants of the Children's Bureau talked with doctors, nurses, social workers, psychiatrists, nutritionists, and parent educators. And the consultants also sought suggestions from the people they wanted to help—parents. The result is a book of basic information, priced so low and so highly worth while that no home should be without it.

THE FAMILY PLEASURE CHEST. By *Helen and Larry Eisenberg*. Nashville, Tennessee: Parthenon Press, 1951. Paper binding, \$1.00; cloth, \$1.50.

This book offers a great variety of suggestions for family fun. The authors tell of good times at meals, at craft-work, at indoor and outdoor play. Recreation leaders as well as parents will find the chapter on trips, hikes, and camping useful; and teachers may want to try some of the other activities in their classrooms. But this book was written most of all for parents who want their home to be a place of love and refreshing laughter.